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ABSTRACT

A project was conducted to integrate and enhance the applied technology components of instruction provided to students in mathematics and science throughout Texas. During the project, sets of staff development activities on 9 topics were developed and made available to pilot program sites, 96 integrated interdisciplinary instructional activities were finalized, release time was provided for teachers to attend the staff development activities and for vocational and academic teachers to spend time shadowing each another, instructional resources to aid in planning and/or delivering integrated instruction were purchased, and technical assistance was provided to help participating teachers develop a model for integrating vocational and academic instruction in their districts. (This document includes a brief project report and four appendixes containing the following: combined and individual responses to the project needs assessment completed by pilot site practitioners, monthly academic/vocational integration project reports submitted by the individual schools serving as pilot sites, and agendas of their advisory committee meetings.) (MN)

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ED 362 683

FINAL REPORT

Integrating and Enhancing Applied Technology Components for Students in Mathematics and Science

1991-1992

Mary Hendrix, Director
Marty Barbieri, Project Coordinator

Sponsored Cooperatively By
Texas Education Agency

and

Educational Development and Training Center
East Texas State University

August 14, 1992

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Project Number 22420026

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FINAL REPORT

1991-1992

Integrating and Enhancing Applied Technology Components for Students in Mathematics and Science

A. The following objectives were accomplished during this contract:

1. To provide the developmental component of the model guidelines, "Blueprint for Integration" identified in Project #P-29, for local district use in the integration of applied technology components in specific mathematics and science courses at grades 9-12, including, but not limited to, the following:
    a. Strategies for course selection;
    b. Strategies for teacher selection;
    c. Identification of staff development needs; and
    d. Identification of resource/materials needs.
2. To use or develop a variation of the curricula alignment model and senior project model identified in the National Center for Research in Vocational Education research project.
3. To use, where applicable and appropriate, the instructional modules developed in the four 1991 projects entitled "Develop Instructional Modules Integrating Appropriate General Education and Vocational Education Essential Elements " (for Trade and Industrial Education, Industrial Technology, Agriculture Science and Technology, and Office Education).
4. To develop occupationally relevant activities prepared by the participating instructors for use in the specified mathematics and science courses at the pilot sites selected in Project #P-29.
5. To provide release time for participating teachers for the following:
    a. Planning and development of occupationally relevant instructional activities for integration into specific mathematics and science courses relevant to district vocational education offerings;
    b. Teacher participating in staff development and training or retraining activities;
    c. Other identified experiences for math, science, and vocational/applied technology teachers to gain an understanding of relevant applications; and
    d. Planning between academic and vocational instructors.
6. To provide assistance and resources to the identified academic and vocational education program teachers in the development of the identified integration model(s) and the activities to deliver integration of applied technology components in selected mathematics and science courses.

B. In order to accomplish the objectives of this project, the Educational Development and Training Center (EDTC) adhered to the following specifications:

1. Strict coordination of this proposal and its staff with the project "Blueprint for Integration: A Model for Integrating Vocational and Applied Technology Education and General Education," Project-29 submitted by the Educational Development and Training Center was followed. Because the majority of funds in this proposal were allocated to local school districts and because, philosophically, the Educational Development and Training Center believed that the teachers who participated in this project should also be involved in the development of instructional materials, it was crucial that the two projects work in concert to place total focus on local development, with the second year focus to be placed on actual implementation and evaluation.
2. The focus group, composed of key district personnel and including identified teachers, provided the leadership, commitment, and sustained efforts to accomplish the objectives of the project. The focus group was responsible for selecting those mathematics and science courses common to a coherent sequence of courses on specified campus(es) within the four pilot sites.
3. The Educational Development and Training Center was responsible for the following:
    a. Served as the fiscal agent for the project;
    b. Allocated sufficient funds for release time for teachers to plan and develop integration activities;
    c. Provided staff development and/or training and retraining activities for the identified course instructors;
    d. Allocated sufficient funds for release time so that math and science teachers might shadow or observe the vocational/applied technology teachers and programs and enhance or improve understanding of the relevant applications;
    e. Developed or purchased resource materials identified as necessary to accomplish the objectives of this project;
    f. Coordinated the activities of this project with Project #P-29: Blueprint for Integration: A Model for Integrating Vocational and Applied Technology Education and General Education;
4. A project advisory committee was selected which comprised the Texas Education Agency mathematics and science program directors or their representatives, key administrators, counselors and teachers from the selected pilot sites, and the director of Vocational Education Programs. Prior approval from the TEA project director for all contracted expenses was secured at all times.
5. The initial advisory committee meeting was held in Austin early in the first quarter of the contract period, as coordinated with the Texas Education Agency program director.
6. The Educational Development and Training Center participated in a dissemination conference which was held July 29, 1992, prior to the Vocational Administrators' Professional Development Conference, and made presentations to the Texas Education Agency, the State Board of Education, and other parties as requested by the TEA project director.

Project Design And Procedures

First Quarter Summary

Upon notification of grant award, Mary Hendrix, project director, and Sylvia Clark, TEA project officer, completed the membership list for the Project Advisory Committee (PAC) and set the initial PAC meeting date for September 17 and 18 at TEA in Austin. The PAC membership consisted of: Gloria Amescua, TEA Curriculum Specialist, Language Arts; Sylvia Clark, TEA, Director of Vocational Guidance Programs; Jim Collins, TEA, Director of Science Programs; Louis Grigar, TEA, Director of Social Studies Programs; Bill Hopkins, TEA, Education Specialist for Secondary Math; Bob Patterson, TEA, Director of Vocational Education; Margaret Lindsey, Administrative Supervisor for Vocational Education, Austin ISD; Dr. David Hill, Assistant Superintendent for Secondary Education, Austin ISD; Dr. Al Suttles, Director of Secondary Curriculum/Programs, Austin ISD; Dr. Martin Strand, Vocational Director, Greenville ISD; Mike Cardwell, Asst. Superintendent of Instruction, Greenville ISD; James Fuller, Principal, Greenville ISD; Dr. Kenneth English, Superintendent, Mansfield ISD; Jerry Knight, Vocational Director, Mansfield ISD; Carl Cooper, Director Of Vocational Education, Socorro ISD; Sue Shook, Assistant Superintendent, Socorro ISD; Joe Debock, Vocational Teacher, Diamond Hill Jarvis High School; Pat Locks, Counselor, Brownwood High School; Lola Lowen, Biology Teacher, Garland High School; Carol Marshall, Director of Education, Center for Success in Learning; Tony Martinez, Math Teacher, Leander High School; Nettye Medlock, Counselor, Wilmer-Hutchins High School; Azil Tipps, Vocational Director, Wilmer-Hutchins ISD; Art Lacy, Group Education, Texas Instruments Incorporated; Bill Watts, President, Educational Partners, Inc. One other member, Nolan Dishongh, Alice Johnson Junior High School, Channelview ISD, could not attend that particular meeting, but was apprised of plans and activities.

Gail Clark, project coordinator for the Integration Blueprint project, and Marty Barbieri, project coordinator for Integrating Mathematics and Science, visited each site prior to the PAC meeting. Each district administrative contact person was provided an overview of the projects and the methods of coordinating the Blueprint and Math/Science projects, and then apprised of administrative details concerning the pilot site and EDTC project staff.

A needs assessment survey form was developed to assist project staff in determining topics to address in staff development. Each site completed one form prior to the advisory committee meeting in September. Copies are provided in Appendix A. The agenda for the PAC meeting was prepared to address the needs of the proposal. The PAC agenda is provided in Appendix B.

Each pilot site selected academic subjects and vocational programs for integration and has selected and contacted participating teachers. Mansfield ISD and Socorro ISD held their initial meetings with teachers. Austin ISD and Greenville ISD set dates early in the second quarter to hold their teachers' meeting. Monthly progress reports from each school district are included in Appendix C.

The agenda was set and speakers confirmed for the staff development activities held in conjunction with the Materials Fair in Austin on October 18 and 19.

The quarterly report was prepared and mailed to the Texas Education Agency.

Second Quarter Summary

During the early part of October, Marty Barbieri, Project Coordinator for Integrating Mathematics and Science, met with business leaders from Texas Instruments Incorporated and finalized plans with them to present their training plan involving Team Building to all pilot site personnel. Marty also met with teachers at Greenville to prepare them for the upcoming group meeting in Austin.

The first staff development program was held October 18 and 19 in Austin, TX, at the Sheraton Hotel, with all teachers, administrators, and some of the project advisory committee members in attendance. The agenda for the 18th provided attendees 3 hours to participate in a materials fair and 3 hours to participate in a team-building seminar. Exhibitors displayed integration of vocational and academic education instructional materials. Participants reviewed this material and completed a minimum of five review forms each. The team building seminar was presented by representatives of Texas Instruments Incorporated.

Time was also provided for pilot site school personnel to work together in practice and application of information gained during the sessions. Personnel of each pilot site conferred and planned a sample integration lesson plan and then presented it to other pilot sites. Carol Marshall, Education Director, Center for Successful Learning, presented an overview of the application on learning styles in integration activities. Dr. Norton Grubb, the author of *The Cunning Hand, The Cultured Mind: Models for Integrating Vocational and Academic Education* and noted authority on Integration, presented a comprehensive overview of the subject.

Focus group meetings were held in Mansfield, El Paso, and Austin during the month of October, while Greenville's focus group meeting was held in November. A change in leadership was made for the Mansfield site because Dr. Kenneth English, Superintendent of Mansfield ISD, left that position in mid-January to assume a similar position in Durant, Oklahoma. The local project leadership duties held by him were assumed by Jerry Knight, Vocational Director at Mansfield ISD.

During the month of November, Marty Barbieri met with mathematics and science teachers, vocational education teachers, and the contact person at each site in a two-day developmental orientation meeting which covered the following points:

a. Sharing experiences gained through shadowing;
b. Determining correlations between selected academic and vocational courses' essential elements and objectives and TAAS objectives where applicable;
c. Determining the format of occupationally relevant activities to be developed;
d. Determining instructional materials to be purchased for use in developing occupationally relevant activities; and
e. Reaching a group consensus regarding developmental timelines and procedures.

Each of the four pilot sites submitted the initial set of integration activities/lesson plans.

The quarterly report was prepared and mailed to the Texas Education Agency.

Third Quarter Summary

Project activity this quarter centered on lesson plan development. Marty Barbieri met with each of the four pilot sites as the teachers worked together to write, collaboratively critique, and amend the integration lesson plans.

Several staff development programs and activities were conducted at the four project sites of Austin, Greenville, Mansfield, and Socorro ISDs during this quarter. Project participants at Greenville, Mansfield, and Socorro attended a three-day workshop on student learning styles presented by the Center for Successful Learning of Dallas, Texas. All sites plan to develop integrated curricula using learning styles theories.

Group members from Mansfield ISD attended a two-day training session at Texas Instruments in Richardson for Total Quality Management. Principles of TQM have been incorporated into planning and preparation for the Mansfield integration project.

In March, group members from Socorro participated in a one-day session on Outcome-Based Education presented by Peggy Meathenia, education specialist from San Marcos. The other three sites participated in the presentation in April. Principles of Outcome-Based Education were applied into the projects at all sites.

Socorro and Austin participants were introduced to True Colors, a personality learning styles concept, in a one-half day session at each school. Theories learned here coordinate with and enhance previously learned theories of learning styles.

Two of the group members from Austin participated in two half-day sessions of cooperative learning techniques for instructors. Billie Franke, Vocational Education Coordinator, and Debbie Wiley, microcomputer applications instructor, attended a training seminar in Austin in the cooperative learning principles of Johnson and Johnson. Further training was held for them, and they, in turn, presented the techniques and principles to other group members at Bowie High School.

On March 30, Jerry Knight, vocational director at Mansfield ISD, held a Tech Prep meeting at Mansfield to acquaint project members and invited guests with the new Tech Prep program. Ron Winkelmann, Texas Education Agency representative for Tech Prep, was there to explain the program and answer questions.

Another staff development program was held in Dallas in May for math and science personnel from all sites. Sherrye Dotson, learning styles specialist in math and science from Jacksonville ISD, lead the program.

All sites have used information from each of the staff development programs to develop improved strategies for working with special populations students in the integrated classroom, as well as individualized instructional techniques for use with all students.

Project teachers from Greenville High School spent two days visiting integration sites in Oklahoma City, Oklahoma. They were able to visit with both teachers and students at each school and obtain "first-hand" information. More site visits were scheduled in April.

An overview of the project was presented at the Vocational Administrator's Midwinter Conference held in Austin on January 29-30. Representatives from each of the four pilot sites presented an on-campus perspective of project development after a brief overview by project staff. A presentation was also delivered by project staff at the Statewide Vocational Needs Conference held in Austin in February.

The quarterly report was prepared and mailed to TEA with information detailing the summaries of participant evaluations.

Fourth Quarter Summary

A staff development program was held in Dallas in May for math and science personnel from all sites. Sherrye Dotson, learning styles specialist in math and science from Jacksonville ISD, lead the program.

A meeting of the project advisory committee was held in Austin on May 13-14, 1992. The agenda is provided in Appendix D. Using the input from the committee, as well as the experience developed from shadowing and lesson plan consultation and writing, the draft of the developmental component of the guidelines and relevant activities has been completed. All drafts have been edited, formatted, graphics integrated, and the camera-ready copy prepared for submission to TEA.

Results and Accomplishments

The following is a summary of the accomplishments made as a result of the funding of this contract:

1. Staff development activities covering the following topics were made available to pilot sites:
   learning styles;
   cooperative learning;
   outcome based education;
   team building;
   total quality management;
   strategies for working with special populations students;
   definition and applications of vocational and academic integration;
   developing integrated/interdisciplinary instructional activities; and
   tech prep initiative.

2. Ninety-six integrated interdisciplinary instructional activities were finalized.

3. Release time was provided for teachers to attend the above-mentioned staff development training and for vocational and academic teachers to spend time shadowing each other in their respective classrooms, to observe integration activities in other districts (within and outside the state of Texas), to observe within business and industry, and to spend time together in planning cooperatively delivered instructional units.

4. Instructional resources requested by districts to aid in planning or delivering integrated instruction were purchased.

5. Technical assistance was provided to participating teachers in developing a model for integrating vocational and academic instruction in their particular district.

Conclusions

1. Redesigning instruction through the full integration of vocational and academic subject matter represents substantive change. This change is manifested in the way teachers view their own subject matter and that of other disciplines, in the way lessons are planned, and even in the examples used to illustrate specific points during an instructional activity. In short, this change permeates the entire process of planning, organizing, and delivering instruction.

2. A change in attitude precedes a change in behavior.

3. Substantive change requires:
   - an understanding of paradigms and their effect on individual and institutional behavior;
   - an understanding of the rationale for the change;
   - new sets of knowledge in order to create new paradigms which will allow change to occur;
   - a strategic plan for the change process; and
   - a support system for those teachers, counselors, administrators, students, and parents involved in the change process.

4. Staff development is the key to integrating vocational and academic instruction.

5. Teachers must have time to become acquainted with the topics addressed in other disciplines, to talk with teachers from other disciplines about desired student outcomes, to plan cooperatively, to write interdisciplinary activities, and to debrief interdisciplinary units that have been tried in order to improve those in the planning stages.

6. Counselors and administrators must understand the process of vocational and academic integration so that they can offer support to teachers and students involved in development and implementation of integration instruction.

7. While commercially-packaged applied curricula can supply a tool for teachers to use, a fully developed integrated instructional program relies heavily on interaction and

cooperative planning between teachers. This *process* of developing an integration plan and corresponding instructional activities is extremely important.

Recommendations

The research required to fulfill the specifications of this grant and the experience gained with the pilot schools have lead out project staff to make the following recommendations for school districts interested in implementing integration of academic and vocational education:

1. Begin with a strong staff development program.
    a. Offer staff development activities to administrators and counselors. Their support will greatly facilitate the process of changing the vision in curriculum planning from isolated, discipline specific to integrated, outcome-directed planning.
    b. Teachers should be organized in interdisciplinary teams to receive staff development.
    c. Plans for staff development should include, but not be limited to, these topics:
        1. team building
        2. total quality management
        3. learning styles
        4. cooperative learning
        5. creating and sustaining professional study groups
        6. strategic planning
        7. outcome-based education
        8. authentic assessment
        9. SCANS (the changing workplace)
        10. administration and supervision of integrated instructional programs
        11. counseling needs and issues in integrated instructional programs

2. Teachers must have release time. Much energy will be needed for writing the long range plan, developing activities in interdisciplinary terms, and creating a new atmosphere for learning. Because the demands are great, planning time after school and on weekends should be kept at a minimum. Release time during the regular workday will be most productive.

3. Involve parents and business/industry representatives in planning and selecting community resources and in marketing the program to the community as a whole.

4. Develop a long range plan for implementation (3-5 years). Do not push implementation ahead of preparation of attitudes and skills.

5. Take advantage of the experience of teachers who have begun the implementation stage. The teachers in the cadre of trainers from this project will be an excellent resource for teachers in the planning and development stage.

6. Use the Integration Handbook developed during this project as a planning and resource tool.

APPENDIX A

AUSTIN ISD

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

   To be successful, integration of subject matter must occur in academic as well as in vocational education. There must be a strong District commitment to improve instruction by making the curriculum more relevant for all students. Personnel at every level must be willing to change instructional practices in order to help students be more successful.

2. Have your conducted any staff development in the last two years? If so, describe.

   The Vocational Education Department has provided one day of District-wide staff development at the beginning of the 1989-90 and 1990-91 school years. Focuses of the sessions have been on work force preparation for a global economy. Vocational education instructional coordinators have provided additional staff development on a variety of topics throughout the school years. Topics covered have included emerging technologies (equipment/software demonstrations), teacher sharing, curriculum development, and so forth.

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

   Yes, Texas A&M University sponsored a statewide conference this past April in Austin on the integration of academic and vocational education. Seven of AISD's secondary instructional coordinators participated. It was a positive experience, and there is now strong support for integration from this group.

4. Is your district involved in any integration project other than this one? If so, describe.

   AISD is not currently involved in any other integration projects.

5. In your particular district, what do you see as strengths for participating in an integration project?

   a. Commitment of the instructional coordinators
   b. Emphasis on school restructuring
   c. Availability of special funds

6. What stumbling blocks to integration do you see in your district?

   a. Resistance to change
   b. Teacher overload
   c. Shortage of funds for implementation

7. Considering student test performance and failure rates in analyzing your student data in what areas do you see need for specific improvement?

More applications-based instruction in all curriculum areas; it should be interdisciplinary in nature and result in a more relevant curriculum.

8. Please check areas in which your district staff has received in-service training in the past two years?

* __X__ 1. Special populations:
  ____ a. handicapped
  ____ b. disadvantaged
  ____ c. LEPE

* __X__ 2. Learning style

___ 3. Emerging technology

* __X__ 4. Strategic planning

* __X__ 5. Leadership

__ 6. Collaborative planning

____ 7. Skills that employees want

* __X__ 8. Creative teaching strategies

____ 9. Curriculum development

___ 10. Curriculum restructuring

* Workshops have provided general overviews of topics, but audiences have been limited.

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

Middle/Junior High School academic teams have common planning periods, but career development/elective teachers are not included in this. High school teachers/campuses are not organized in this manner.

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

a. Working with special populations
b. Collaborative planning
c. Creative teaching strategies

Form completed by Margaret Lindsey Admin Supervisor for Vocat. Ed. 9/10/91
name title date

Greenville

NEEDS ASSESSMENT SURVEY
Combined Responses

1. How do you describe "successful" integration of academic and vocational education?

There is a natural integration between academic and vocational education because the teaching of academic skills should related to "real world" application (voc. ed.) The success will be based on the academic and vocational teachers getting together to plan the curriculum. It will require teachers and administrators who are flexible and enthusiastic about the integration concept. In short, successful integration is occurring when students in academic classes are taught 'real world' application of learning objectives.

1. Development of common goals and objectives
2. Correlation of essential elements
3. Correlation of lesson plans
4. Mutual respect between academic and vocational education teachers that will result in an appreciation for the work ethic.

2. Have you conducted any staff development in the last two years? If so, describe.

Presenter: National Staff Development Council, national convention
The Teacher Aide: A Professional Relationship
Trainer of Trainers: I'm A Workshop Leader . . . NOW What Do I Do?

Presenter: Concord New Hampshire Public Schools, Concord, New Hampshire
The Teacher Aide: A Professional Relationship

Presenter: National Council of States on Inservice Education

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

Donna Tavener and Jan Rosenbalm, academic teachers, participated in a project sponsored by EDTC during the 1990-92 school year. It involved the examination and correlation of the common essential elements of vocational and academic education. Working with teachers from Dallas, Garland, Grapevine and Marshall, these teachers were very positive regarding their assessment of the effectiveness of the program and have expressed a strong interest in being involved in the 1991-92 project.

4. Is your district involved in any integration project other than this one? If so, describe.

NO

5. In your particular district, what do you see as the strengths for participating in an integration project?

1. GISD has teachers who have expressed a desire to continue the project concepts they were exposed to during 1990-91
2. GISD has a history of being involved in exemplary programs.
3. GISD's proximity to ETSU and the Educational Development Center
4. Teachers, administrators and other staff members that would be committed to such a project
5. Developing a closer 'working relationship' between the academic and vocational programs.

6. What stumbling blocks to integration to do you see in your district?

1. Lack of 'specific' vocational counselor services
2. Loss of nine vocational programs in the past seven years
3. Possible negativity on the part of non-involved staff

7. Considering student test performance and failure rates in analyzing your district data, in what areas do you see need for specific improvement?

Acquisition of basic skills in the areas of math, writing and reading/langauge arts remains a problem for many of our students.

8. Please check areas in which your district staff has received in-service training in the past two years.

_X_ 1. Special populations
    _X_ a. handicapped
    _X_ b. disadvantaged
    _X_ c. LEPE

_X_ 2. Learning Styles

_X_ 3. Emerging technology

___ 4. Strategic Planning

_X_ 5. Leadership

_X_ 6. Collaborative planning

___ 7. Skills that employees want

___8. Creative teaching strategies

_X_9. Curriculum development

__10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

Regular teachers do not have this opportunity. Department chairs meet on a weekly basis.

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

1. Collaborative planning
2. Creative teaching strategies
3. Curriculum re-structuring
4. Addressing the needs of special populations
5. Emerging technology

Form completed by:

Mike Cardwell, Assistant Superintendent 8-30-91
James Fuller, High School Principal 8-30-91
Martin Strand, Director of Vocational Programs 8-30-91

[redacted] Mesquite

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

A blending of common essential elements which will enable a student to successfully complete any curriculum.

This would be a student centered program which will use a holistic approach and would be supported by both general and vocational education.

2. Have you conducted any staff development in the last two years? If so, describe.

We have had selected staff that have attended workshops regarding integration. These have primarily been vocational educators. Also several of our personnel have visited Leander to observe their applied academics programs.

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

Our Vocational Director, attended a presentation in Austin in April presented by Texas A & M. It was well organized and well done but more emphasis needs to come from TEA and SBOE for integrating curriculum.

4. Is your district involved in any integration project other than this one? If so, describe.

We are looking at implementing ATI's Applied Communications Curriculum into Junior level Language Arts. Also we are hoping to use Perkins Funding to purchase more integrated curriculum and instructional materials.

5. In your particular district, what do you see as strengths for participating in an integration project?

Allowing students to be more successful in all areas of instruction. Developing a well designed model for others to use. To Challenge students to use heretofore undeveloped thinking skills. To enable students a more practical way to learn.

6. What stumbling blocks to integration do you see in your district?

Career Counseling should be better emphasized. Overcoming stereotypes of lower level, lower functioning student abilities.

Lack of previously used curriculum materials, good models to choose from.

Time constraints.

All must buy into this process from local board through counselors and faculty.

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

We would hope to raise TAAS and ITBS scores. Also we would expect to see a corresponding increase in SAT, ACT and testing.

If students can benefit from a blended curriculum, stay in school, and increase their interest and involvement in math, science, language arts, and social sciences this project will be successful.

8. Please check areas in which your district staff has received in-service training in the past two years?

__x__ 1. Special populations:
  __x__ a. handicapped
  __x__ b. disadvantaged
  __x__ c. LEPE

__x__ 2. Learning styles

__x__ 3. Emerging technology

__x__ 4. Strategic planning

__x__ 5. Leadership

__x__ 6. Collaborative planning

__x__ 7. Skills that employees want

__x__ 8. Creative teaching strategies

__x__ 9. Curriculum development

__x__ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

This year teachers could coordinate curriculum planning on 7 Mondays for 2 hours after school or on 4 staff development days which will be one and one-half hours each.

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

1. Coordinated curriculum development and restructing.
2. Collaborative planning.
3. Dealing with special populations.

Form completed
by Jerry Knight (name) Vocational Director (title) 9-5-91 (date)

R 9:18 CST

SISD
SOCORRO INDEPENDENT SCHOOL DISTRICT

12300 Eastlake Drive, El Paso, Texas 79927
P.O. Box 27400, El Paso, Texas 79926-27400
(915)858-0912
FAX - (915)858-6461

To: Carol Meyers
EDTC

From: Carl Cooper
Socorro ISD

Re:

Date: 9-10-91

Notes: More will be coming

R 9:16 CST

SISD

SOCORRO INDEPENDENT SCHOOL DISTRICT

12300 Eastlake Drive, El Paso, Texas 79927
P.O. Box 27400, El Paso, Texas 79926-27400
(915)858-0912
FAX - (915)858-6461

To: Carol Meyers
EDTC

From: Carl Cooper
Socorro ISD

Re:

Date: 9-10-91

Notes: More will be
coming

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

Teachers from both areas working Together for the good of their students.

2. Have you conducted any staff development in the last two years? If so, describe.

Had an inservice with English, math, science teacher and had vocational instructor explain their program. I was trying to find a way to get both groups to work together.

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

NO

4. Is your district involved in any integration project other than this one? If so, describe.

Math and Science are working together with an limited number of students. students need to be Engineers, Doctors

5. In your particular district, what do you see as strengths for participating in an integration project? Vocational programs are growing and progressive. District is flexible, always looking for better ways of teaching students.

6. What stumbling blocks to integration do you see in your district?

If we just run out of Time!

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

math, Reading

BEST COPY AVAILABLE

8. Please check areas in which your district staff has received in-service training in the past two years?

✓ 1. Special populations:
  - ✓ a. handicapped
  - ✓ b. disadvantaged
  - ✓ c. LEPE

✓ 2. Learning styles

✓ 3. Emerging technology

___ 4. Strategic planning

✓ 5. Leadership

___ 6. Collaborative planning

✓ 7. Skills that employees want

___ 8. Creative teaching strategies

✓ 9. Curriculum development

✓ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

very few opportunities

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

ways to intergrate vocational and academic.

Curriculum Development for Both groups

Form completed by Carl Cooper | Dir. of Voc-Ed | 9-7-91
name | title | date

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

VOCATIONAL SKILLS - good enough for an entry level position

ACADEMIC SKILLS - good enough for furthering their professional education

2. Have you conducted any staff development in the last two years? If so, describe.

No

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

No

4. Is your district involved in any integration project other than this one? If so, describe.

I don't know.

5. In your particular district, what do you see as strengths for participating in an integration project?

The need for a quality vocational program – quality vocational education as an instrument [illegible] for social mobility.

6. What stumbling blocks to integration do you see in your district?

Inertia – Money – Bias against vocational education in favor of traditional education

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

MATH
ENGLISH

EST COPY AVAILABL

8. Please check areas in which your district staff has received in-service training in the past two years?

_____ 1. Special populations:
   _____ a. handicapped
   _____ b. disadvantaged
   _____ c. LEPE
_____ 2. Learning styles
_____ 3. Emerging technology
_____ 4. Strategic planning
_____ 5. Leadership
_____ 6. Collaborative planning
_____ 7. Skills that employees want
_____ 8. Creative teaching strategies
_____ 9. Curriculum development
_____ 10. Curriculum restructuring

I cannot speak for the district - [illegible] I have not received anything truly helpful

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

NONE

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

ADAPTATION of ACADEMIC PROGRAMS (MATH) to VOCATIONAL AREA

Form completed by Paul CUNNINGHAM 9/6/91
name title date
MATH TEACHER

SAS

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

Academics is a part of most vocational fields such as health occupations. Science is a major part of the health field. It is a necessity to intergrate science into the health field.

2. Have you conducted any staff development in the last two years? If so, describe.

No

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

No

4. Is your district involved in any integration project other than this one? If so, describe.

Yes Math and Science magnet school!

5. In your particular district, what do you see as strengths for participating in an integration project?

The future brings great expectations when integrating different fields into one.

6. What stumbling blocks to integration do you see in your district?

Counseling + scheduling.

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

N/A

8. Please check areas in which your district staff has received in-service training in the past two years?

- ____ 1. Special populations:
  - ____ a. handicapped
  - ____ b. disadvantaged
  - ____ c. LEPE
- [✓ 2. Learning styles]
- [✓ 3. Emerging technology]
- [✓ 4. Strategic planning]
- [✓ 5. Leadership]
- [✓ 6. Collaborative planning]
- ____ 7. Skills that employees want
- [✓ 8. Creative teaching strategies]
- [✓ 9. Curriculum development]
- [✓ 10. Curriculum restructuring]

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

As much as possible

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

More equipment + materials
Teaching aids

Form completed by David Pena — Teacher — 9-10-91
name — title — date

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

WHEN the objectives of each mutually reinforce the other.

2. Have you conducted any staff development in the last two years? If so, describe.

No

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

YES. RECENT local meetings. Very beneficial

4. Is your district involved in any integration project other than this one? If so, describe.

YES, MATH & SCIENCE BLOCKING AND INTEGRATION (COSMOS)

5. In your particular district, what do you see as strengths for participating in an integration project?

The acquiring of a skill, to be used as an aid in obtaining post-secondary education.

6. What stumbling blocks to integration do you see in your district?

None, presently

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

None noted at this time

8. Please check areas in which your district staff has received in-service training in the past two years?

_X_ 1. Special populations:
  ____ a. handicapped
  ____ b. disadvantaged
  ____ c. LEPE

_X_ 2. Learning styles

____ 3. Emerging technology

____ 4. Strategic planning

____ 5. Leadership

_X_ 6. Collaborative planning

____ 7. Skills that employees want

_X_ 8. Creative teaching strategies

_X_ 9. Curriculum development

_X_ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

INFORMAL, AT PRESENT
SOON WILL MEET IN ORGANIZED SESSIONS OF MIXED DISCIPLINES

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

VOCATIONAL/ACADEMIC INTEGRATION

Form completed by ________ MATH TEACHER 10 SEP 1991
name title date

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

Successful integration of academic and vocational education is measured by the graduation of seniors who are prepared to enter post secondary technical programs without the need for remediation courses at post secondary level. In addition, students should be able to finance post secondary education with career entry level skills learned at the high school. In order to be successful students should be assisted to identify careers in order to select a vocational focus

2. Have you conducted any staff development in the last two years? If so, describe.

No.

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

— Developing an articulation plan "2+2" with the El Paso Community College made it necessary to work on graduation plans that correlated with associate degree programs - vocational focus and helped to identify academic core curriculum

— 1990 - Aug In Service - Presentation to Counselors - vocational programs and correlated academic curriculum.

— TEA - Health Occup. Professional Inservice - Austin, Texas

4. Is your district involved in any integration project other than this one? If so, describe.

I believe that our district is working with several magnet projects which coordinates academics with vocational focus.

5. In your particular district, what do you see as strengths for participating in an integration project?

① – A large proportion of SISD students participate in vocational education courses.
② – Students in our district are ranked in low economic category and will require employment in order to finance post-secondary education
③ – Students who register in post secondary education will have selected a vocational focus ④ Committed faculty

6. What stumbling blocks to integration do you see in your district?

– "Time" – to work with students, curriculum, and innovative development programs. There never seems to be enough hours in the day to do it "all".

– Counselors rarely have time to work with students on an individual basis in order to develop graduation plans along aptitude/interest/career focus

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

Specific improvement is needed in math, writing. (language arts) and all communication skills. Test scores need to be elevated with larger percentage of students enrolling in advanced courses. Student population has to be educated. as to the relevancy of improving Basic academic skills... motivated to reach higher goals.

8. Please check areas in which your district staff has received in-service training in the past two years?

X 1. Special populations:
- X a. handicapped
- X b. disadvantaged
- ____ c. LEPE

X 2. Learning styles

____ 3. Emerging technology

____ 4. Strategic planning

X 5. Leadership

____ 6. Collaborative planning

X 7. Skills that employees want - El Paso Hospital Council

____ 8. Creative teaching strategies

____ 9. Curriculum development

____ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

The initiation of the "In School" Magnet Program Socorro High School for the Health Professions has given me an opportunity to meet with academic teachers on a regular basis. Prior to this time all interdisciplinary meetings have been on an individual basis - "teacher to teacher" regarding individual student progress

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

① How to "identify" core curriculum that correlates with vocational programs.

② How to assist students in determining a "career" focus during elementary and Junior High in order to motivate to higher achievement level

③ How to involve parents in career & graduation plans development.

Form completed by Nancy G. Socha Health Occup. Coordinator 9/10/91
name title date

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education? The two disciplines are not and should not be independent or exclusive of each other. The student is rewarded for success in each area by being given credit for application of academic skills in vocational education. The opposite is also true. This is accomplished by giving graduation credit to vocational education. Successful student who are prepared to follow a career choice.

2. Have you conducted any staff development in the last two years? If so, describe. None, with the exception of the current program in which I am involved ("in school" magnet health occupations) The program includes the blocking of students with specific teachers of both academic and vocational disciplines. The goal is to increase integration and provide relevancy in both areas.

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it? Yes, I attended a state in-service conference this summer in San Antonio, Texas. It was very effective. I have participated in the start-up activities for the current project, including goals & objectives, status and expectations. EPCC 2+2 program of articulation with the high school

4. Is your district involved in any integration project other than this one? If so, describe. None of which I am aware. I believe there are some others.

5. In your particular district, what do you see as strengths for participating in an integration project? More job satisfaction for me; for the student it would be a more focused, motivated attitude where success was dependent on achievement in both disciplines and were not exclusive of each other. Once student is able to see the "big picture," I believe it will bring results in both area.

6. What stumbling blocks to integration do you see in your district?

Lack of knowledge about how to integrate.
Lack of time to communicate between two areas
Lack of interest or desire on part of instructors to work together

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

Making academic areas relevant to the student's interest and ability. If student could be given a clear understanding of where he was heading and what the consequences of the choices were I believe it would make a big difference.

8. Please check areas in which your district staff has received in-service training in the past two years?

X 1. Special populations:
- X a. handicapped
- X b. disadvantaged
- X c. LEPE

X 2. Learning styles

____ 3. Emerging technology

____ 4. Strategic planning

____ 5. Leadership

____ 6. Collaborative planning

X 7. Skills that employees want

X 8. Creative teaching strategies

____ 9. Curriculum development

____ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings? With the exception of current program there has never been the opportunity. Currently it is once a month. It probably needs more time. It is presently evolving as we assess

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

1. The "how" of integration
2. Skills of team building
3. Education in the area of teaching academic + vocational (what each other do)

Form completed by Janith G. Kehoe Health Occ. Co-ordinat 9/8/91
name title date

BEST COPY AVAILABLE

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education? I believe "successful" integration of academic and vocational education will be when all instructors are working towards a common goal for all students they teach. The goal being able to be successful when they leave high school and enter their chosen career.

2. Have you conducted any staff development in the last two years? If so, describe. Yes, The vocational department held an in-service for all academic counselors, special education counselors, middle school counselors, and diagnosticians. They toured all programs on the high school campus and were given an information packet on program. It was a sucess and needs to be presented to other departments,

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it? Yes. this past August in our School District the first in-service was conducted for our "In-School Magnet Health Occupation Program. This in-service brought Vocational Health Occupation Instructors together with Math, Science and English teachers to discuss goals and objectives for the program.

I feel it was [illegible] and developed a positive attitude about the new program

4. Is your district involved in any integration project other than this one? If so. describe. Yes. I work on a large campus with both academic and vocational programs. (*Campus Population approx 3,000 students) this year different departments will meet and discuss how they can help each other.
*Example Vocational T.+I meet with English Department.

5. In your particular district, what do you see as strengths for participating in an integration project? I feel the strength that our district will gain from integration will be that more instructors will all be working towards a common goal for "All Students" A meaningful career for life.

6. What stumbling blocks to integration do you see in your district? The size of our campus. This might effect the integration as far as time lines.

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

Students need to know why they attend school and why it is important to the world of work and to life long happiness. Students need more information on careers at an early age so they can make meaningful career decisions.

8. Please check areas in which your district staff has received in-service training in the past two years?

X 1. Special populations:
- X a. handicapped
- X b. disadvantaged
- ___ c. LEPE

X 2. Learning styles

X 3. Emerging technology

___ 4. Strategic planning

X 5. Leadership

___ 6. Collaborative planning

X 7. Skills that employees want

X 8. Creative teaching strategies

___ 9. Curriculum development

___ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings? ~~Not often~~ this is starting to happen this year more often. It needs to be done more.

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

(1.) More Vocational Information for academic teachers.

(2) More Vocational Information for Non-Vocational Adminestors.

(3.) More Vocational Information for the community.

Form completed by Allen Long Placement Coordinator 9-10-91
name title date

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

Students who have chosen to be a part of the integration should be placed in the same classes with the same instructors in all courses. Those teachers should be given time to coordinate with each other as often as is needed. Projects should be outlined with specific responsibilities and areas of expertise for each instructor. Instructors should coordinate evaluation of the projects.

2. Have you conducted any staff development in the last two years? If so, describe.

No

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

Helped develop the articulation plan "2+2" with the El Paso Community College for 3 credit hours in the basic computer course at community in 1988. In working with the materials supplied, an evaluation of my curriculum was required and I found that everything that was needed was being taught. This articulation is still in effect and has been very successful,

4. Is your district involved in any integration project other than this one? If so, describe.

I am aware of the Health Occupations integration project. It was started this school year and is too early for assessment.

5. In your particular district, what do you see as strengths for participating in an integration project?

The student population is considered in a low socio-economic area and needs job entry-level skills in order to pay for post-secondary education. Integration of academics and vocational training would accomplish this goal. The student would be able to see how each course relates to the world-of-work through the integrated projects.

6. What stumbling blocks to integration do you see in your district?

Time is an important factor. The time needed for faculty coordination, student coordination and student activities coordination will take a great deal of hard work for all concerned.

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

The students need concentrated work in basic math, writing skills and oral communications. The integration of academic and vocational courses will be very advantageous for improv the individual students' areas of weakness.

8. Please check areas in which your district staff has received in-service training in the past two years?

✓ 1. Special populations:
  ✓ a. handicapped
  ✓ b. disadvantaged
  ___ c. LEPE

___ 2. Learning styles

___ 3. Emerging technology

___ 4. Strategic planning

___ 5. Leadership

___ 6. Collaborative planning

✓ 7. Skills that employees want

✓ 8. Creative teaching strategies

✓ 9. Curriculum development

✓ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

To my knowledge, this has been very limited.

10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

1. Interdisciplinary Team meetings
2. Instruction for Counselors of all Vocational Courses
3. Emerging technology

Form completed by Hilda Gorby Teacher 9/10/91
name title date

NEEDS ASSESSMENT SURVEY

1. How do you describe "successful" integration of academic and vocational education?

I believe truly successful integration involves cooperation among teachers to the extent that the students involved in the program *easily* make a connection among the classes offered. They no longer (we would hope!) view every class as a separate entity unto itself but view each subject as a *segment* of an overall "big picture." This *should* serve to give them a better foundation because skills become integrated.

2. Have you conducted any staff development in the last two years? If so, describe.

I have conducted staff development on the new gifted/talented program, including identification of g/t students as well as how the program is set up. I have also conducted TAAS inservices, explaining changes and current expectations. In addition to these two activities, I have been a Second 'R staff member since the program's inception several years ago. We meet regularly all year every year.

3. Have you or, to your knowledge, any of your staff members participated in any in-service training focusing on integration? If so, when and where? How effective was it?

I have participated in programs emphasizing writing across the curriculum, giving *specific* methods by which to integrate writing into curricula other than only English. Second 'R emphasizes this. So did the TAAS inservices I conducted. Second 'R is *extremely* effective. The TAAS inservices were only moderately effective. I have not participated in anything specifically emphasizing integration of academic and

4. Is your district involved in any integration project other than this one? If so, describe.

I don't think there is another program which emphasizes integration of vocational and academic skills.

5. In your particular district, what do you see as strengths for participating in an integration project? This may be repeating my response to question #1, but maybe I will expand somewhat. Students who see connections among various subjects seem to broaden their concepts about the importance, the relevance of learning in general. Suddenly, they actually see relationships between certain fields, and it usually makes a tremendous difference in their attitudes, especially toward taking required subjects. Therefore, the biggest strength I perceive is in how the program will change our students' attitudes and broaden their knowledge base.

6. What stumbling blocks to integration do you see in your district?

I don't see any major stumbling blocks. I do think we need to make the faculty aware of the program. We also need to make sure that students realize that this program is available to them.

7. Considering student test performance and failure rates in analyzing your student data, in what areas do you see need for specific improvement?

For too long, academic and vocational areas have been strictly segregated. Students who felt "tracked" into a vocational area seemed to see no need for academic coursework because they saw no connection. Again, this is repetitious, but the area in which I see a need for specific improvement is in student attitudes. If we can improve the way in which students respond to their classes, we can lower failure rates and improve test performance.

8. Please check areas in which your district staff has received in-service training in the past two years?

✓ 1. Special populations:
    ✓ a. handicapped
    ✓ b. disadvantaged
    ____ c. LEPE

____ 2. Learning styles

____ 3. Emerging technology

____ 4. Strategic planning

✓ 5. Leadership

____ 6. Collaborative planning

____ 7. Skills that employees want

✓ 8. Creative teaching strategies

✓ 9. Curriculum development

✓ 10. Curriculum restructuring

9. How often do your teachers have the opportunity to participate in interdisciplinary team meetings?

Interdisciplinary team meetings are conducted much more frequently than ever. However, it's still not often enough. Before this program, there was virtually no contact of which I am aware, between academic and vocational disciplines, other than a couple of student gifted/talented projects.

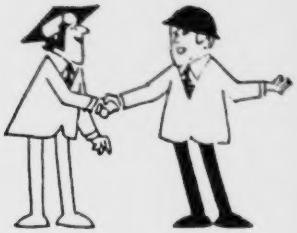
10. As a representative of your district, what are the top three staff development training needs you consider to be most beneficial to be conducted by EDTC?

① The most beneficial training for me would be specific methods I could use to integrate science and math into my English classroom. ② I also believe the math teachers probably need some guidelines as to how to integrate other disciplines. ③ In addition, I would like some more background on vocational programs in general and ours in particular.

Form completed by Kim Murphy (name) English Teacher (title) 9/10/91 (date)

APPENDIX B

AGENDA



Project Advisory Committee Meeting for Academic and Vocational Integration

TEA Building, Austin, Texas, Room 1-109
Tuesday, September 17, 1991

AM SESSION--9:00-11:30

1. Coffee Social

2. Welcome & Introductions--Mary Hendrix, Director of Educational Development & Training Center

3. Icebreaker--Marty Barbieri, Project Coordinator of EDTC

4. Packets--Gail Clark, Project Coordinator of EDTC
    a. Pilot Schools
    b. PAC Member List
    c. Staff Development List
    d. Reimbursement Form
    e. Substitute Form
    f. Monthly Report Form

5. Discussion
    a. Stipends--Marty Barbieri
    b. Local Focus Groups--Gail Clark
        1. Schedule a day for "kick-off"--1/2 day for focus group and 1/2 day for staff development
        2. Kick-off date must be by Nov. 4th
        3. We'll call you Sept. 26th for the date
        4. Marty or Gail will arrange to be there
    c. Development of Local Integration Plan--Mary Hendrix

BREAK

6. Brainstorming Session
    a. Choosing Teachers
    b. Choosing Substitute Teachers
    c. Choosing Areas of Integration
    d. Choosing Focus Group Members
    e. Peripheral Involvement

LUNCH--11:30-1:00

PM SESSION--1:00-3:00

1. Texas Education Agency--Robert Patterson, Director of Vocational Education Programs

2. TEA Vocational Program Directors

3. Question/Answer Session

4. Discussion Session Of 4 Pilot Schools

AGENDA

Project Advisory Committee Meeting
for
Academic and Vocational Integration

TEA Building Austin, Texas Room 1-110

Wednesday, September 18, 1991

AM SESSION--9:00-11:30

1. Welcome--Mary Hendrix, Director of Education Development & Training Center
2. Icebreaker--Gail Clark, Project Coordinator of EDTC
3. Why Integration Is Needed In Today's Schools--Mary Hendrix
4. Integrating And Enhancing Technology Components For Students In Mathematics And Science--Marty Barbieri, Project Coordinator of EDTC (Refer to Operating Procedures and Copy of Grant)
5. Blueprint For Integration: A Model For Integrating Academic And Vocational Education--Gail Clark (Refer to Operating Procedures and Copy of Grant)

BREAK

6. Question/Answer Session About Projects
7. Explanation Of Expectations Of Members

LUNCH--11:30-1:00

PM SESSION--1:00-3:00

1. Continued Discussion Of Integration Impact On Individual Roles
2. Suggestions
3. Sub Committee Of Business & Industry
4. Handbook Form (Refer to Operating Procedures)

APPENDIX C

School Name Austin ISD

Date 10-10-91

Academic/Vocational Integration Project

Report for Month of September

A. Focus Group met this month: ☒ no ☐ yes date ________

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date 9-24-91

If yes:

1. List of topics:
   - Need for integrating academic/vocational education curriculum
   - Requirements of PL 101-392 with regard to integration of academic/vocational education curriculum
   - Coherent sequence of courses/tech prep
   - Requirements for grant
2. Topics in need of EDTC project staff attention:
   - Lesson plans (format, numbers in each curriculum area, etc.)
   - Further clarification of EDTC's expectations
   - Identification of sites that have successfully implemented integration
3. Topics to be communicated to teacher teams at other pilot sites:
   - Nature of AISD's integration activities
   - Need to develop a calendar of convenient meeting times for the duration of the project
   - Need to secure support of academic curriculum personnel

(Continued)

C. Other comments to project staff:

- Recommend that these additional topics be covered in AISD's project staff development: cooperative learning, outcome based education, tech prep awareness session and techniques for working successfully with special populations
- Recommend that lead time (a minimum of two weeks) be provided in order to coordinate new project activities
- Recommend that a complete time line of all project events/expectations be provided to participants

D. Please attach any drafts of products or correspondence distributed.
None distributed until first focus group meeting on October 7.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career	XX Well, almost	_____ Don't call me, I'll call you	_____ Take your money and go home

Completed by Margaret Lindsey
Margaret Lindsey

School Name Greenville High School

Date 10/10/91

Academic/Vocational Integration Project

Report for Month of September

A. Focus Group met this month: ☒ no ☐ yes date ____________

If yes:

1. List of agenda topics The selection process for determining who would be on the focus group was started. Several names were suggested and the final selection was to be completed before October the 3rd.

2. Topics in need of EDTC project staff attention:

   EDTC staff were scheduled to meet with selected teachers on Oct. 3 to discuss the final selection of the focus group.

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☒ no ☐ yes date (The first meeting is on Oct. 3)

If yes:

1. List of topics:

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

C. Other comments to project staff:

Targeted Area:	Teacher:
Math	Jan Rosenbalm
Science	Donna Taventer
English (Journalism)	Paula Ballew and Vanessa Pope
Auto Technology	Frank Walls
Industrial Technology	Don Money
Home Economics	Jane Asberry
Home Economics Coop	Ginger Lockert

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

x Most incredible experience in my professional career

____ Well, almost

____ Don't call me, I'll call you

____ Take your money and go home

Completed by Martin Strand

School Name: Mansfield High School **Date:** October 2, 1991

ACADEMIC/VOCATIONAL INTEGRATION PROJECT

Report for Month of September

A. Focus Group did not meet this month.

Focus Group membership:

Neil Morrison - Math Teacher
Kay Prosser - Math Teacher
Louie Trammel - Science Teacher
Pam Rudnicki - Math Teacher
Lynette Jackson - Counselor
Rachel Howell, Ph.D. - Director of Curriculum and Instruction
Mike Whyte - Vocational Agriculture Teacher
Jerry Bellows - General Mechanics Teacher
Mary Shore - Computer Education Teacher
Janie Washburn - Vocational Home Economics Teacher
Jerry Knight - Vocational Director
Kenneth English, Ed.D. - Special Populations
Gary Williamson - IBM
Don Ellis - Southwestern Bell Telephone
Robert Smith, D.O. - Board of Trustees
Bill Parmelly - RamTech

Additional representatives will be added from LTV and General Dynamics

The first meeting of the Focus Group will be held on Monday, October 28, 1991, at 9:00 a.m.

B. Teacher Team met this month on September 26, 1991.

1. List of topics:
    a. Overview of the purpose of the MHS/ETSU Curriculum Integration Project.
    b. Documentation procedures; travel reimbursement; substitute procedures.
    c. Final products; research design.
    d. Curriculum alignment; revision; cross walk of essential elements
    e. Teaching strategies; scheduling concerns.
    f. Materials, equipment, supplies; math lab design.
    g. Computer equipment, software; technological equipment,
    h. Staff development activities.
    i. Coordination with junior high school program.
    j. Timelines for implementation.

2. Topics in need of EDTC project staff attention:

    a. List and schedule for EDTC sponsored staff development activities. This is needed to permit the planning of our own activities.

    b. List of possible out of state sites to visit. ERIC search may need to be conducted to help identify sites.

3. Topics to be communicated to teacher teams at other pilot sites:

    a. Please share any information available concerning projects in other states that involve the integration of vocational and general education.

C. Other comments to project staff:

D. Attachments:

1. Agenda for September 26, 1991, Teacher Group meeting.

2. Memo from math teachers to vocational teachers concerning essential elements.

3. Memo from Jerry Knight concerning the selection of vocational teachers for project.

4. Memo from Jerry Knight concerning October 18 and 19 Austin meeting.

5. Memo from Jerry Knight concerning essential element cross walk

6. Memo from Kenneth English concerning October 18 and 19 Austin meeting.

7. Letter from Kenneth English to state departments of education requesting information about integration sites.

E. Level of Satisfaction: ?

Completed by: Kenneth English

Kenneth English, Ed.D.

School Name Socorro Independent School District Date Oct. 1, 1991

Academic/Vocational Integration Project

Report for Month of Sept. 1991

A. Focus Group met this month: _x_ no _ yes date____

If yes:

1. List of agenda topics

   N/A

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to PAC:

   N/A

4. Topics to be communicated to other pilot sites:

   N/A

B. Teacher Team met this month: __ no _x_ yes Date Sept. 18, 1991

List of agenda topics

1.	East Texas State University/ Educational Development & Training Center Information of serving as pilot site		Carl Cooper Gail Clark
2.	Emergency Medical Services--Lunch Program		Nancy Sochat
3.	Computer Database		Jan Kehoe
4.	Focus Group	Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to other pilot sites:

   N/A

C. Other comments to project staff:

Fridays are not a good day to schedule programs. At Socorro we have lots of teachers who miss on Fridays and Mondays.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

__x__ most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by __Carl Cooper, Director of Vocational Education

SISD
SOCORRO INDEPENDENT SCHOOL DISTRICT

September 27, 1991

TO: Carl Cooper
Bonnie Gonzalez
Phil Hatch

FROM: Nancy Sochat
Jan Kehoe

A special thank you for your assistance in planning and sponsoring our first SHSHP "Socorro High School for the Health Professions" Lunch Program.

Our students warmly received guests from El Paso Emergency Medical Services and learned of the many challenges met by EMS in meeting the needs of medical services for El Paso. In addition, students received information relevant to pursuing a career as a paramedic or Emergency Medical Technician.

SOCORRO HIGH SCHOOL
10150 Alameda ■ El Paso, Texas 79927 ■ (915) 859-7969

Equal Opportunity Employer

School Name Austin I.S.D. Date November 5, 1991

Academic/Vocational Integration Project
Report for Month of October, 1991

A. Focus Group met this month: ___ no XX yes date October 7
If yes:

1. List of agenda topics:

See attached agenda.

2. Topics in need of EDTC project staff attention:

- Identification of additional staff development needs for the local focus group
- Calendaring of required and additional staff development programs
- Further information about possible site visit locations

3. Topics to be communicated to PAC:

- Clarification of the role of focus group members who are not members of the teacher team
- Need for more media coverage pertaining to the integration concept
- Update on plans to integrate the academic and vocational curriculum under TEA's new organizational structure
- TEA's plan to revisit the issue of graduation credit for applied academic courses

4. Topics to be communicated to other pilot sites:

- Need to establish annual calendar of focus group meetings early in the school year
- Emphasis on integrating the academic and vocational curriculum, Statewide Tech-Prep Conference, Austin, October 31
- Excellent articles on integrating the curriculum, Educational Leadership, October, 1991
- Necessity for the participation of academic and vocational education curriculum leadership to ensure success of the project

A. Teacher Team met this month: ___ no XX yes date October 22
If yes:

1. List of topics:

See attached agenda.

2. Topics in need of EDTC project staff attention:

- Development of a marketing plan for local integration models
- Clarification of questions regarding the number of lesson plans each teacher participant is expected to develop
- Lesson plan format

(Continued)

3. Topics to be communicated to teacher teams at other pilot sites:

   - Desired characteristics of AISD model for integrating academic and vocational curriculum
   - Importance of being familiar with each other's essential elements
   - The relationship between the integration of academic and vocational curriculum and tech-prep

C. Other comments to project staff:

- October 18-19 staff development program was interesting but it did not entirely meet the needs of our staff. Many AISD personnel have been undergoing training similar to what was presented for the past two years. We enjoyed being with representatives of the other school districts and the project staff.
- Try to send communications about meetings well in advance of planned activities because it takes approximately a week for mail to get to Austin from northeast Texas. (October 11 mailout with agenda for October 18-19 staff development program was received on October 18.)
- Also, please be sure to send local project coordinator a copy of all communications being sent to local focus group members. They sometimes call to discuss their communiques.
- Please include AISD whenever the Project Advisory Committee gets together because we do not want to miss any important information.

D. Please attach any drafts of products or correspondence distributed.

(Supplemental materials will be given to Gail Clark during her November 7 visit to Austin.)

E. Level of satisfaction with the project (please check)

_____ Most incredibel experience in my professional career

XX Well, almost

_____ Dont' call me, I'll call you

_____ Take your money and go home

Completed by Margaret Lindsey

LOCAL PLANNING MEETING
"Integration of Academic and Vocational Education"
Bowie High School
Principal's Conference Room
Monday, October 7, 1991
9:00 a.m. - 4:00 p.m.

AGENDA

1. Coffee/Social
2. Welcome and Introductions - Margaret Lindsey, Administrative Supervisor for Vocational Education
3. Focus - Dr. Al Suttles, Director, Secondary Curriculum
4. Icebreaker - Billie Franke and Dennis Swanson, Vocational Instructional Coordinators
5. Review of TEA Integration Projects - Gail Clark, Project Coordinator, Educational Development and Training Center, East Texas State University
6. Open Discussion of Project Activities and Expectations

BREAK

7. Staff Development Calendar Activities

LUNCH - 11:30-12:30

8. Completion of Project Staff Development Calendar

BREAK

9. Teacher Interactions/Review of Essential Elements:

   Electronics Focus

   Office Occupations Focus

10. Wrap-up and Announcements

AUSTIN INDEPENDENT SCHOOL DISTRICT
Secondary Education

October 15, 1991

MEMORANDUM

TO: Project Participant Addressed

FROM: Margaret Lindsey

SUBJECT: Reminders

This is a reminder of the October 18-19 Staff Development Conference for members of AISD's focus group for the Integration of Academic and Vocational Education project. It will be held in the Sheraton Hotel at 500 North IH 35 from 8:30 a.m. - 6:00 p.m.

Dress comfortably for the materials fair and team building activities on Friday. You may want to dress up for Saturday since Dr. Norton Grubbs will be speaking to us.

Also, if you have a room reservation for Friday night and do not plan to stay at the hotel, be sure to cancel your room. To cancel the reservation, call 480-8181. You should be given a cancellation number.

Bring your calendars along with the articles which were given to you at the initial meeting of the focus group. Additional materials will be given to you on Friday and you will receive a binder in which to place all project materials.

Attached for your review is a tentative agenda for the next focus group meeting on Tuesday, October 22. Mr. Ewing will let you know the location of this meeting.

Attachments

xc: W. David Hill
Al Suttles
Kent Ewing
Billie Franke
Dennis Swanson

AISD FOCUS GROUP
"Integration of Academic and Vocational Education"
Bowie High School
Tuesday, October 22, 1991
9:00 a.m. - 4:00 p.m.

AGENDA

Coffee/Social

Welcome/Introductory Remarks

Feedback Session

- October 18-19 Conference
- Shadowing Experiences
- Articles

Discussion of Eight National Models for Integration

BREAK

Clarifying Essential Elements

- Vocational - Common, Specific
- Academic

LUNCH

Furthur Discussion of Essential Elements

Materials Teachers are Interested in Purchasing

BREAK

Revisiting the Eight National Models for Integration

Wrap-Up/Closing Remarks

FOR DISCUSSION ONLY

*Desired Characteristics in AISD's Model for Integrating Academic and Vocational Education Curriculum

- Develop new complementary courses (academic and vocational). (Re: 3c) (i.e. Experimental courses/curriculum that will encourage teachers to use applications-based instructional strategies.)
- Link vocational programs to academic programs for true integration. (Re: 3g)
- Change the content of both academic and vocational courses. (Re: 4a)
- Include teacher collaboration and student mixing. (Re: 4f)
- Utilize cooperative learning techniques, (Re: 4g)
- Empower students to work with teachers, etc. (Re: 5c)
- Involve business, industry relationships (Re: 5d) and the community.
- Motivate potential dropouts. (Re: 5e)
- Senior project as a form of integration, thereby meeting the needs of special populations. (Re: 8)

*Reference document, a paper entitled, "Integrated Curriculum and Performance - Based Education - A Strategy for Systematic Change" by Dr. Jerry D. Pepple. Champaign, Illinois: University of Illinois Department of Curriculum and Instruction, presented at Workshop on Integrating Academic and Vocational Education, April 18, 1991, Austin, Texas.

NEWSLETTER ARTICLE - November 6, 1991

Austin I.S.D. Focus Group Meets

As a follow-up to the October 18-19 conference, Austin's staff focus group met the following Tuesday to review the conference, discuss the eight national integration models, share the outcome of shadowing experiences, and clarify essential elements in the participating curriculum areas. The discussion of the integration models was very lively. It was decided that the best way to approach choosing a model for implementation in Austin was to review each model and identify the characteristics which seemed most workable in an urban setting. Each participant is expected to review these characteristics before a final decision is reached. The concensus of the group was that implementation will best be acheived by piloting the model and expanding as the process is perfected.

NEWSLETTER ARTICLE - November 6, 1991

Austin I.S.D. Off To A Good Start!!

On Monday, October 7, the Austin I.S.D. staff focus group gathered for its first official meeting in the Southwest Room at Bowie High School. The purposes of this meeting were to get better acquainted, cover the project expectations, establish an activities calendar, share ideas/concerns and review common essential elements. All participants enjoyed the time together, and before the day was over, seemed to feel very comfortable in idea sharing. This group appears to be very cohesive and should prove to be most productive.

School Name Greenville High School

Date November 7, 1991

Academic/Vocational Integration Project

Report for Month of October

A. Focus Group met this month: ☒ no ☐ yes date

If yes: MEETING SCHEDULED FOR NOVEMBER 19th.

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date November 5th

If yes:

1. List of topics:

   SET AGENDA FOR DALLAS AND OKLAHOMA TRIPS

2. Topics in need of EDTC project staff attention:

   DIRECTION

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

C. Other comments to project staff:

Austin Trip - As a team, we felt the team-building workshop and the book fair were excellent. The speakers were mediocre. Proof of the value of this meeting became a reality on Nov. 5 when we had our second team meeting and began brainstorming. We began by focusing on a mission statement and goals for our program. Ideas began to flow, and much progress was made. After we agreed on a plan of attack, we began to hone in on ways to get these ideas implemented. Both a positive attitude and sense of urgency were felt at this meeting leaving the participants with a feeling of accomplishment and a new vision of what education should be.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

__XX__ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by __Don Money__

Don Money

November 5. 1991

To: Dr. Jerry Ables
"Master of all Subs"

From: Strand's Raiders

Subject: Various and sundrey dates for substitutes

Based upon the consensus of our group meeting today, we need the following days for our "shadowing" and another off-campus trip to Mansfield. As usual, your undying cooperation and devotion will be appreciated.

November 12th	Paula Ballew & Jan Rosenbalm
November 13th	Ginger Lockert & Jane Asberry
November 15th	Paula Ballew, Vanessa Pope & Donna Tavener
November 18th	Don Money & Frank Walls
November 20th	Ginger Lockert & Jane Asberry
November 25th	Don Money & Frank Walls
December 3rd	Vanessa Pope & Donna Tavener

November 22nd	Paula Ballew, Vanessa Pope, Donna Tavener, Frank Walls, Don Money, Jane Asberry, Ginger Lockert, Jan Rosenbalm

*** More days to follow, but not too many (we hope)!

School Name: Mansfield High School Date: November 4, 1991

ACADEMIC/VOCATIONAL INTEGRATION PROJECT

Report for October, 1991

A. Focus Group met this month on October 28, 1991.

1. Agenda Topics
    - Introduction of Focus Group Membership and Industry Representatives
    - Overview of the Integration Project and Goals of Mansfield High School Pilot
    - Status report on the progress of the Mansfield High School Pilot and future timelines
    - Input from Industry Representatives concerning the integration project, employee skills requirements, and industry training methods
    - Discussion of future cooperative efforts with area industries

2. Topics in need of EDTC project staff attention: none

3. Topics to be communicated to PIFC:

    Industry representatives were very enthusiastic about the integration project. They are concerned with the state of public education and stressed that basic skills must be improved. The defined a basic math track as Algebra 1, Geometry, and Algebra II.

4. Topics to be communicated to other pilot sites:

    Our industry representatives were very supportive of the concept of integration. They repeatedly emphasized the need to improve the basic academic skills of their work force.

B. Teacher Team met this month on October 11, October 18 & 19, and October 28.

1. October 11, 1991 Agenda
    - Staff development for vocational teachers on algebraic concepts
    - Crosswalk of Algebra Essential Elements to Vocational Programs

    October 18-19, 1991 Agenda
    - Ideas for Preliminary Lesson Plans

    October 28, 1991 Agenda
    - Crosswalk of Algebra Essential Elements to Vocational Programs
    - Preliminary Lesson Plan Outlines
    - Discussion of ideas and concepts presented by industry representatives
    - Discussion of future staff development programs
    - Evaluation of curriculum materials presented at Oct. 18 workshop

2. Topics in need of EDTC Staff attention:
    - Finalize future staff development topics and dates
    - Finalize out of state visit(s)

3. Topics to be communicated to teacher teams at other pilot sites: none

C. Other Comments to Project Staff: none

D. Attachments:
1. October 14, 1991, memo from Jerry Knight concerning shadowing phase
2. October 14, 1991, letter from Pam Rudnicki concerning October 11, 1991 Staff Development Program
3. October 21, 1991, letter to Business/Industry Representatives
4. October 21, 1991, Focus Group Meeting Agenda

Completed by: Kenneth English
Kenneth English, Ed.D.

"IN SERVICE TO OUR SCHOOLS"

MANSFIELD INDEPENDENT SCHOOL DISTRICT

October 14, 1991

Mr. Jerry Kirby
Principal
Mansfield High School

Dear Mr. Kirby:

This is a letter of appreciation for the outstanding staff development program given by two of your math teachers. On October 11, 1991, Linda Jobe and Melissa Tidwell planned and delivered a superb overview of Algebra I to selected vocational teachers at the request of Dr. English. Their enthusiasm, expertise, and professionalism was noticed by all in attendance. They are to be commended for a job well done. Because of their combined efforts, the development of a "hands-on algebra program" is off to an excellent start. With participants like Mrs. Jobe, Ms. Tidwell, and Mrs. Prosser, the new program is geared for success.

Sincerely,

Pam Rudnicki

Pam Rudnicki
Math Subject Specialist

PR:ge

cc: Kenneth English
Linda Jobe
Melissa Tidwell

605 E. Broad Street Mansfield, Texas 76063 (817) 473-5600 Fax (817) 473-5611

TO: Vocational Personnel
FROM: Jerry Knight JK
SUBJECT: ETSU Curriculum Project
DATE: October 14, 1991

Dr English

The ETSU Curriculum Integration Project is progressing very well. Thanks to a good effort and attitude by everyone.

I have been asked to remind all vocational teachers that Melissa Tidwell and Kay Prosser will be available all day on Tuesday October 22 in the vocational lounge to help plan and coordinate your curriculum into usable Algebra lab activities.

We cannot ask you to give up your conference/planning period but if you can meet with the math teachers to provide lessons for the math lab it will help and will be appreciated. If you are unable to meet during your planning period, try to arrange a time to meet with them before or after school.

Look over your essential elements and try to come up with 4 to 6 math lab activities which can be taught by using a problem solving method.

Also the drug education-at risk training, Directions II is coming up again. If you plan to attend any of these sessions let me know as soon as possible so we can arrange our shadowing and curriculum writing around workshops.

Also please look in the teacher workroom for materials from "USA Today", there are some teacher guides and materials divided into class sets of 25 each on the work force and careers, vocational and technical training. Take what you need for your classes and please share.

There aren't enough teacher guides and student tabloids for all so take only what you need and return for others to use if possible.

COMMUNITY
"IN SERVICE TO OUR SCHOOLS"

MANSFIELD INDEPENDENT SCHOOL DISTRICT

October 21, 1991

Mr. Gary Williamson
International Business Machines
Fort Worth, Texas

Dear Mr. Williamson:

The Mansfield Independent School District is currently involved in a cooperative effort with East Texas State University to develop methods and procedures for the integration of general academic skills with vocational/technical education. We have established the goal of upgrading our vocational/technical program and academic program through this integration process. We are attempting to make advanced academic courses more accessible to students concentrating in vocational/technical education. We are intent on discontinuing below grade level academic courses and the tendency of vocational/technical students to take these courses. Specifically, Mansfield High School has embarked on the task of integrating Algebra-1 with four vocational/technical programs. We intend to build an algebra curriculum that is taught in an applied, problem solving manner. We have targeted the start of the 1992-93 school year as the date for the implementation of this program.

The effort at Mansfield High School is being conducted by a team of twelve professionals. Eight classroom teachers (2 math, 2 science, and 4 vocational) a math specialist, a counselor, our director of instruction, and our director of vocational/technical education make up the team.

We are now enlisting input from the business community and would like to invite you to participate. A meeting of business and industry representatives and the Mansfield High School Focus Group has been scheduled for Monday, October 28, 1991, at 9:00 a.m. The meeting will be conducted in the board room of the MISD Administration Building, 605 East Broad Street, Mansfield, Texas.

The purpose of this meeting is to permit our Focus Group staff to review the project and give a more detailed explanation of our goals. We want for you to tell us what entry level skills a student will need to be employed by your company. We also would like for you to share with us the training techniques used by your company to update employees and improve performance. Additionally, we are interested in how and what your company is doing to develop team building and leadership qualities with your professional employees.

605 E. Broad Street Mansfield, Texas 76063 (817) 473-5600 Fax (817) 473-5611

The faculty and staff at Mansfield High School is very dedicated to providing our students with the very best education possible. We truly desire to exit students who are capable of pursuing higher education and/or entering the labor market and achieving a successful future. We need to have your input to help us improve our instructional program. Please let me know if you will be able to attend. Thank you.

Sincerely,

Kenneth English, Ed.D.
Superintendent of Schools

KE:aw

DATE: OCTOBER 21, 1991

TO: MHS/ETSU INTEGRATION PROJECT FOCUS GROUP

FROM: KENNETH ENGLISH, ED.D.

SUBJECT: FOCUS GROUP MEETING WITH INDUSTRY REPRESENTATIVES

First of all I want to express my appreciation to you for the outstanding effort that was given during the staff development activities this past weekend. My disucssions with the TEA staff who judged the lesson presentations indicate that we were very impressive. I throughly enjoyed working with you in developing the lesson. Additionally, I felt that the presentation by Carol Marshall concerning learning styles was tremendous. Thanks again for a great effort and for all your hard work.

On Monday, October 28, 1991, we will hold a meeting of our focus group with our business and industry representatives. This should be a very exciting meeting with a tremendous opportunity for us to solicit input from several major area companies. We have commitments from LTV, General Dynamics, Texas Instruments, IBM, and Southwestern Bell Telephone to send representatives. We will spend the morning (starting at 9:00 a.m.) meeting with the industry people. After lunch, we will continue to work on curriculum and lesson plan development. I have listed below a brief outline of what we will discuss during the morning session. Again, thank you for your help. You are all an outstanding group of professionals who are a pleasure to work with.

AGENDA:

1. Introduction of Focus Group membership and Industry Representatives.

2. Overview of the Integration Project and goals of the Mansfield High School Pilot.

3. Status report on the progress of the Mansfield High School Pilot and future timelines.

4. Input from Industry Representatives concerning the integration project, employee skills requirements, and industry training methods.

5. Discussion of future cooperative efforts with area industries.

School Name Socorro Independent School District   Date Nov. 4, 1991

Academic/Vocational Integration Project

Report for Month of Oct. 1991

A. Focus Group met this month: _x no   _yes   date__________

If yes:

1. List of agenda topics

   N/A

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to PAC:

   N/A

4. Topics to be communicated to other pilot sites:

   N/A

B. Teacher Team met this month: __no   _x yes   Date Oct. 18-20, 1991

List of agenda topics

1.	East Texas State University/ Educational Development & Training Center Information of serving as pilot site	Gail Clark
2.	Book Fair	EDTC

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to other pilot sites:

   N/A

C. Other comments to project staff:

All teachers had a good time at conference and they are still talking about it. New academic teachers would like to be part of this program.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

__x__ most incredible experience in my professional career

______ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by Carl Cooper, Director of Vocational Education

SISD SOCORRO INDEPENDENT SCHOOL DISTRICT

Nov. 4, 1991

Dear

The Socorro High School "In School" magnet program for the Health Professions is holding an in-service meeting on Wednesday, November 13, 1991 at 1:00 p.m. in the band room at Socorro High School.

You have been identified as a committed community leader who would be a valuable asset to this program. We would like to cordially invite you to attend.

This meeting will focus on the goals and objectives of this exciting program. The main purpose is the academic preparation of students to meet their future career goals.

You have been selected as a ________________ to participate in this project. We look forward to meeting you personally.

Sincerely,

Staff of Magnet Program

DEPARTMENT OF SPECIAL PROGRAMS
12300 Eastlake Dr., El Paso, Texas 79927 ■ P.O. Box 27400 El Paso, Texas 79926 ■ (915) 858-0912
Equal Opportunity Employer

Educational Development & Training Center
East Texas State University
Project:
Integrating Vocational and Academic Education

Shadow Observation

Name:______________________________SS#______________

Assignment:__________________________Room #____________

SCHEDULED SHADOW OBSERVATION

Instructor:__________________________Time:______________

Course:_____________________________Room #____________

Objective:____

____

____

____

____

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Materials:____

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Instructional Strategies:_______________________________

____

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____

School Name Austin I.S.D. Date December 2, 1991

Academic/Vocational Integration Project
Report for Month of November, 1991

A. Focus Group met this month: ____ no XX yes date November 7
If yes:

1. List of agenda topics:

   See attached agenda.

2. Topics in need of EDTC project staff attention:

   - Scheduling of remaining staff development activities
   - Guidelines for determining which members of the focus group will visit other sites
   - Reimbursements for teachers/District

3. Topics to be communicated to PAC:

   - Suggestions for obtaining additional travel funds so that more members of the focus group can make site visits
   - Need for a list of pros and cons relating to curriculum integration versus applied courses such as Applied Mathematics, Applied Communications and Principles of Technology (applied physics)

4. Topics to be communicated to other pilot sites:

   - Business/industry representatives were supportive of the "integration" concept
   - EDTC may need to set up guidelines for determining who makes the sites visits since everyone on the focus team wants to go

B. Teacher Team met this month: ____ no XX yes date November 14, 15 & 21
If yes:

1. List of topics:

   See attached agendas.

2. Topics in need of EDTC project staff attention:

   - Final format for development of integration model
   - Feedback on first round of teacher-developed lesson plans
   - Exact amount of money available for out-of-state site visitations

3. Topics to be communicated to teacher teams at other pilot sites:

   - Keying of lesson plans to SCANS competencies and skills
   - Using 5-stage lesson plan format

- Information about proposed sites for out-of-state visits

C. Other comments to project staff:

- Thank you for extending the timeline on the development of the model. We believe it makes more sense to do the site visitations before finalizing the model.
- We plan to visit the Health Careers High School in San Antonio on Tuesday, December 3.
- Additional staff development topics have been identified by the local focus group and include the following:
  - Interdisciplinary Instruction
  - Cooperative Learning
  - Industry Needs/Expectations (Example: TEA Commissioner Mary Scott Nabors and a panel of employers, large and small)
  - Outcome-Based Education
  - Dialogues with the top-level District and State Administrators regarding proposed changes in the focus and delivery of high school curriculum

D. Please attach any drafts of products or correspondence distributed.

Materials attached.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

_XX_ Well, almost

_____ Dont' call me, I'll call you

_____ Take your money and go home

Completed by Margaret Lindsey

INTEGRATED LESSON INCORPORATING ECONOMICS, CAREER PREPARATION AND LANGUAGE ARTS

SUBJECT: Selecting a location for a music store.

OBJECTIVES: The student will be able to analyze the effectiveness of possible locations for the music store.

The student will be able to use oral language effectively in a given situation.

The student will be able to write persuasive discourse.

The student will be able to make rhetorical choices based on audience and purpose

The student will be able to utilize various software tools in making the presentation.

TEACHING AIDS Chalkboard, overhead projector, and computers,

MATERIALS: Software (spreadsheet, word processing, and graphics), transparencies, handouts (simulation and "Locating the Business" facts sheet).

REFERENCES: Software documentation

I. PREPARATION (of the learner)

In groups of 3 - 5, students should brainstorm the ideas of why the location of a business is so important and the ideal features of a successful location.

II. PRESENTATION

Presentation of the problem solving activity and a a discussion of the "facts" sheet regarding the activity.

The teacher will divide the class into groups of four to five and assign specific tasks to each group member. Suggested tasks include: recorder, timer, presenter, and reflective listener.

Key Points to say or remember:
1. Carefully read the handout
2. Study each site individually.
3. Allow students to brainstorm considerations including:
    a. cost
    b. customer traffic patterns
    c. size
    d. availability of delivery services

will adjust pg end

e. accessibility to mall entrances

III. APPLICATION

Have students problem solve and come to a consensus on the location of the business.

Create a cost analysis spreadsheet for calculating the rental cost of the site.

Pretending your classmates represent a board of directors of a local bank, convince the board to invest in your selected site. Be prepared to defend your selection.

Using a word processing software package, create an outline of the group's main points to turn in to the teacher.

IV. TEST

The grade will be based on the presentation of the group's decision and will include the spreadsheet, outline, and persuasive speaking.

V. SUGGESTED ENRICHMENT ACTIVITIES

Include actual case studies of various business in the area.

Guest speakers

LOCATING A BUSINESS "FACTS" SHEET

Barton Creek Mall has several retail spaces available for rent. You will lease an area twenty feet by twenty five feet and will pay for it by the square foot. The price of the floor space will depend on the location within the mall. Area "A" is located by the front entrance of the mall. This store will be visable to all who enter the mall. Area "A" has showcase windows on the front and back walls for effective display of products. Area "B" is located in the southeast corner of the mall. The cost per square foot reflects the distance from main entrance. Area "C" adjoins a major department store in the mall. The major department store serves customers of all socioeconomic categories.

INTEGRATED LESSON INCORPORATING [illegible] AND CAREER PREPARATION

SUBJECT: Writing Business Letters

OBJECTIVES: The student will understand the correct form and content of business letters written to request information, to order merchandise, or to register a complaint.

The student will use the forms and conventions of written language appropriately.

The student will proofread letters for punctuation, spelling, grammatical and syntactical errors.

The student will be able to utilize wordprocessing software to [illegible] the final draft of the letter or letters.

TEACHING AIDS: Chalkboard and computer.

MATERIALS: Software (wordprocessing), transparencies of correct business letter forms. Copies of mail order catalogs and magazines.

REFERENCES: Software documentation and [illegible] writing resources.

I. PREPARATION (of the learner)

Ask students to relate personal experiences in writing letters of request, order letters, and letters of complaint.

Ask students to relate personal experiences of receiving damaged goods. Explain that writing a letter of complaint is an effective approach to remedy the problem.

Tell students that special content is required in each type of letter that will be [illegible] in this lesson.

II. PRESENTATION
Presentation of the correct letter forms through lecture and handouts.

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III. APPLICATION

A. LETTER OF REQUEST

Have students compose a letter [illegible] fitness center requesting a [illegible] a workout plan.

B. ORDER LETTERS

Using copies of mail order catalogs [illegible] that include a mail order section, have students choose items they would like to [illegible]. Have students copy relevant information [illegible] a letter requesting the desired [illegible].

C. LETTERS OF COMPLAINT

Have students compose a letter [illegible] courteous yet firm complaint to a company that has sent damaged products.

Using the wordprocessor, have [illegible] these letters using [illegible].

Ask students to exchange and [illegible] they have composed [illegible] refer to guidelines and models [illegible] teacher.

Using the wordprocessor the students [illegible] compose the final draft of [illegible] to teacher.

IV. TEST

Using the wordprocessor, the student [illegible] scrambled letters to [illegible] of correct form and content.

Student may delete extraneous information or invent details to ensure the [illegible] effectiveness.

Students will be able to use the spellchecker and grammar check on the wordprocessing [illegible].

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V. SUGGESTED ENRICHMENT ACTIVITIES

To give student additional practice, have students choose a person in government or popular cultural figure whose ideas they either support or oppose.

Using wordprocessor, ask student to write a letter using one of the correct business letter forms.

INTEGRATED LESSON INCORPORATING ECONOMICS AND OFFICE EDUCATION

Note: Prior to the implementation of this lesson the following facts must be presented.

In Economics, the teacher needs to present a unit on the stock market. Students will be given the task of choosing a business to invest in. Each student will purchase 100 shares of stock in that business. They are to study the price trends of the stock for a period of one month. At the end of the one month period, students will graph the results of their investment.

During that same time frame, the Office Education teacher will train the students on a program that involves graphics. Students will be given business simulations in which various kinds of charts or graphs will be produced.

The following lesson plan will merge the two subject areas. Students will take the information from the stock market analysis and display the results by way of graphs or charts.

SUBJECT: Display of stock market analysis by way of graphs or charts.

OBJECTIVE: The student will be able to create a graph(s) using data collected from an analysis of the stock market.

TEACHING AIDS: Computers

MATERIALS: Software (any kind of graphics program used in the classroom)

REFERENCES: Software documentation

I. PREPARATION (of the learner)

Students will have completed one month's study of the stock market. Students need to have available the results of that study.

II. PRESENTATION

The teacher will revisit the activities covered the last month in both the Economics and Office Education classes. The teacher will show how the information derived from the classes can be merged to produce a well defined analysis of the case study.

The teacher needs to allow the students to brainstorm various ways in which a graph can be produced. Limitations on the type of graph should not be placed on the students. Also, students should be allowed to produce more than one graph if necessary.

III. APPLICATION

Have students problem solve to decide on an appropriate way to display the results.

Students will input the data and produce a hardcopy (or hardcopies) of the results.

IV. TEST

The grade will be based on the finished product(s).

V. ENRICHMENT ACTIVITIES

Students may use a word processing software package to develop a report that can be presented in the Economics class. Possible topics could include the results of the study, possible causes for a decline or increase in stock prices, or an analysis for net profit or loss.

AISD FOCUS GROUP
"Integration of Academic and Vocational Education"
Bowie High School
Tuesday, October 22, 1991
9:00 a.m. - 4:00 p.m.

AGENDA

Coffee/Social

Welcome/Introductory Remarks

Feedback Session

- October 18-19 Conference
- Shadowing Experiences
- Articles

Discussion of Eight National Models for Integration

BREAK

Clarifying Essential Elements

- Vocational - Common, Specific
- Academic

LUNCH

Furthur Discussion of Essential Elements

Materials Teachers are Interested in Purchasing

BREAK

Revisiting the Eight National Models for Integration

Wrap-Up/Closing Remarks

NEWSLETTER ARTICLE - November 6, 1991

Austin I.S.D. Focus Group Meets

As a follow-up to the October 18-19 conference, Austin's staff focus group met the following Tuesday to review the conference, discuss the eight national integration models, share the outcome of shadowing experiences, and clarify essential elements in the participating curriculum areas. The discussion of the integration models was very lively. It was decided that the best way to approach choosing a model for implementation in Austin was to review each model and identify the characteristics which seemed most workable in an urban setting. Each participant is expected to review these characteristics before a final decision is reached. The concensus of the group was that implementation will best be acheived by piloting the model and expanding as the process is perfected.

NEWSLETTER ARTICLE - November 6, 1991

Austin I.S.D. Off To A Good Start!!

On Monday, October 7, the Austin I.S.D. staff focus group gathered for its first official meeting in the Southwest Room at Bowie High School. The purposes of this meeting were to get better acquainted, cover the project expectations, establish an activities calendar, share ideas/concerns and review common essential elements. All participants enjoyed the time together, and before the day was over, seemed to feel very comfortable in idea sharing. This group appears to be very cohesive and should prove to be most productive.

FOR DISCUSSION ONLY

*Desired Characteristics in AISD's Model for Integrating
Academic and Vocational Education Curriculum

- Develop new complementary courses (academic and vocational). (Re: 3c) (i.e. Experimental courses/curriculum that will encourage teachers to use applications-based instructional strategies.)
- Link vocational programs to academic programs for true integration. (Re: 3g)
- Change the content of both academic and vocational courses. (Re: 4a)
- Include teacher collaboration and student mixing. (Re: 4f)
- Utilize cooperative learning techniques. (Re: 4g)
- Empower students to work with teachers, etc. (Re: 5c)
- Involve business, industry relationships (Re: 5d) and the community.
- Motivate potential dropouts. (Re: 5e)
- Senior project as a form of integration, thereby meeting the needs of special populations. (Re: 8)

*Reference document, a paper entitled, "Integrated Curriculum and Performance - Based Education - A Strategy for Systematic Change" by Dr. Jerry D. Pepple. Champaign, Illinois: University of Illinois Department of Curriculum and Instruction, presented at Workshop on Integrating Academic and Vocational Education, April 18, 1991, Austin, Texas.

LOCAL PLANNING MEETING
"Integration of Academic and Vocational Education"
Bowie High School
Principal's Conference Room
Monday, October 7, 1991
9:00 a.m. - 4:00 p.m.

AGENDA

1. Coffee/Social
2. Welcome and Introductions - Margaret Lindsey, Administrative Supervisor for Vocational Education
3. Focus - Dr. Al Suttles, Director, Secondary Curriculum
4. Icebreaker - Billie Franke and Dennis Swanson, Vocational Instructional Coordinators
5. Review of TEA Integration Projects - Gail Clark, Project Coordinator, Educational Development and Training Center, East Texas State University
6. Open Discussion of Project Activities and Expectations

BREAK

7. Staff Development Calendar Activities

LUNCH - 11:30-12:30

8. Completion of Project Staff Development Calendar

BREAK

9. Teacher Interactions/Review of Essential Elements:

   Electronics Focus

   Office Occupations Focus

10. Wrap-up and Announcements

AUSTIN INDEPENDENT SCHOOL DISTRICT
Secondary Education

October 15, 1991

MEMORANDUM

TO: Project Participant Addressed

FROM: Margaret Lindsey

SUBJECT: Reminders

This is a reminder of the October 18-19 Staff Development Conference for members of AISD's focus group for the Integration of Academic and Vocational Education project. It will be held in the Sheraton Hotel at 500 North IH 35 from 8:30 a.m. - 6:00 p.m.

Dress comfortably for the materials fair and team building activities on Friday. You may want to dress up for Saturday since Dr. Norton Grubbs will be speaking to us.

Also, if you have a room reservation for Friday night and do not plan to stay at the hotel, be sure to cancel your room. To cancel the reservation, call 480-8181. You should be given a cancellation number.

Bring your calendars along with the articles which were given to you at the initial meeting of the focus group. Additional materials will be given to you on Friday and you will receive a binder in which to place all project materials.

Attached for your review is a tentative agenda for the next focus group meeting on Tuesday, October 22. Mr. Ewing will let you know the location of this meeting.

Attachments

xc: W. David Hill
Al Suttles
Kent Ewing
Billie Franke
Dennis Swanson

School Name Greenville High School Date 12-5-91

Academic/Vocational Integration Project

Report for Month of November

A. Focus Group met this month: ☒ no ☐ yes date ______________

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date 11-19-91

If yes:

1. List of topics: Feasibility of Teacher Team plan for Greenville High School's "Cluster Class" to be implemented Fall, 1992. (see attached)
   Projected in-service topics and visitation schedules
   Lesson Plans and Project Report

2. Topics in need of EDTC project staff attention:
   First meeting of Focus Group (set for December 17, 1991)

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

C. Other comments to project staff:

Dates for in-service meetings and time to develop additional lesson plans, reports, etc. need to be established at the beginning of the spring semester.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

✓ Most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by Paula Ballew P. Ballew

CLUSTER CLASS INTEGRATION PROGRAM
COURSE DESCRIPTION

This integration plan is designed to provide an elective course for ninety selected 9th graders. It will involve one class period a day where the ninety students will be divided into six groups of fifteen students. For a six-week period the student will study one of the following subjects (moving on to the next cluster class at each six-weeks end):

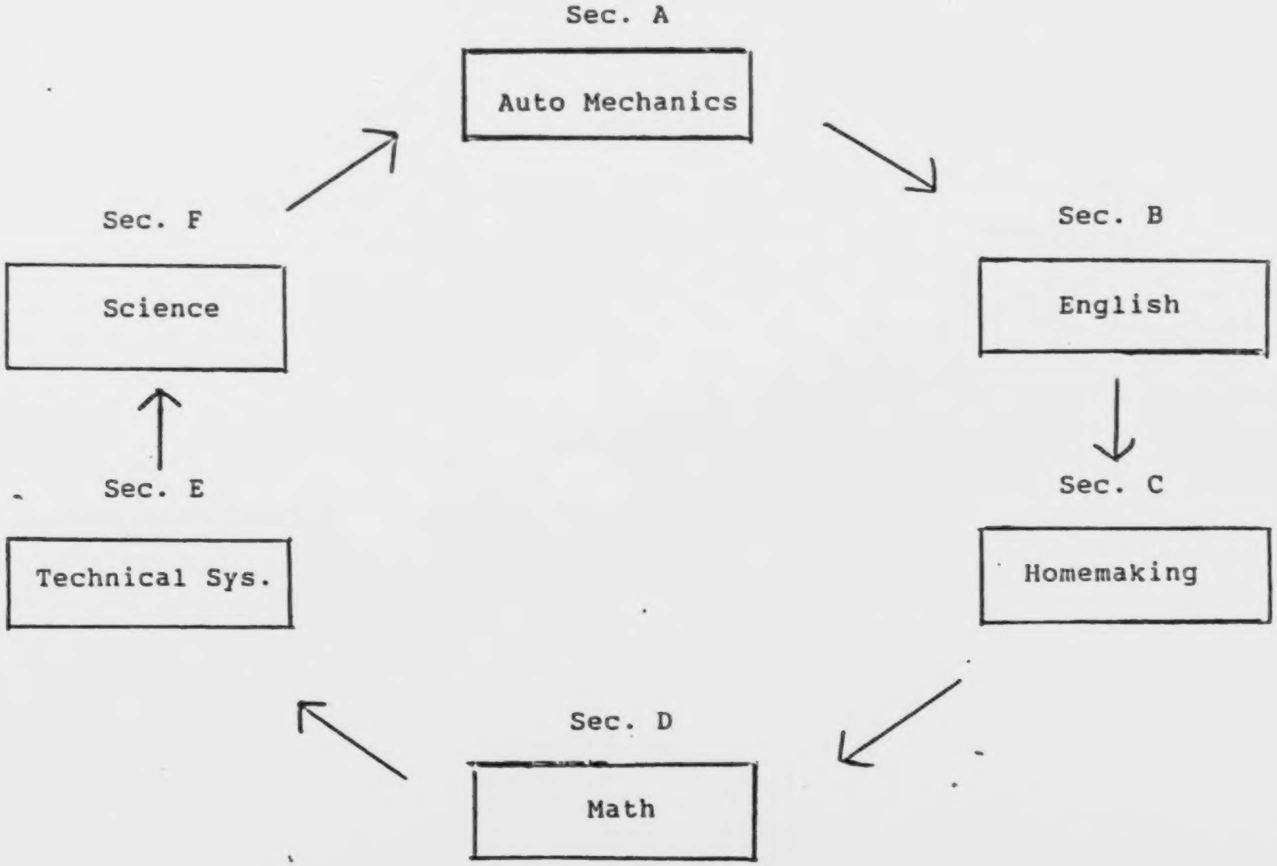
English
Homemaking
Math
Technical Systems
Science
Auto Mechanics

This career development concept will help the student to become aware of the relationship of academic courses to vocational education. Because of the cluster arrangement in one class period, field trips and enrichment speakers can be easily scheduled for the full group. Also, a seven period day is encouraged since more demands are being made academically on the student. This course will provide a needed elective for 9th graders and will open up investigation into the world of technology.

While the selection process is still in the planning stages, the goal of the course is to reach the "average" student. Those 9th graders entering the Honors program, Special Education students, and lower-learning students will not be considered for the cluster course elective. Students will make application when selecting their 9th grade courses in the spring of the 8th grade--parents signature is required. The students' course grades and achievement scores will be used for placement, as well as consideration given to teacher recommendations. At this point, no definite numbers have been decided upon. However, an example of the suggested criteria is: a B-average student with basic composite achievement scores of 40 to 75.

CLUSTER CLASS INTEGRATION PROGRAM

1 period per day
6 subjects per cluster
15 students per class
Class rotates at the end of each
six-weeks period



Sec. A
Auto Mechanics

Sec. B
English

Sec. C
Homemaking

Sec. D
Math

Sec. E
Technical Sys.

Sec. F
Science

PROPOSED ELEMENTS TO BE COVERED IN EACH AREA

English
- Insurance laws
- Famous inventors
- Life decision paperwork
- Sequence/chronological order
- Reading for life skills

Math
- Patterns coordinate planes
- Formulas
- Measurements - micrometer
- Geometry

Science
- Acid rain
- Emissions
- Electromagnet
- Anit-freeze - boiling & freezing

Auto Mechanics
- Owners manual
- Tire changes
- Booster cables, fuses
- Oil changes
- Wash & wax
- Preventive maintenance
- Headlights

Home Ec
- Pattern enlargement
- Food preparation - chemistry
- Wall hanging - geometric shapes
- Manners

Vo-tech
- Drafting
  - Project
- Power systems
  - Project

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School Name: Mansfield High School **Date:** December 11, 1991

ACADEMIC/VOCATIONAL INTEGRATION PROJECT

Report for November, 1991

A. Focus Group met this month on November 14, 1991.

1. Agenda Topics
   * Visit to Texas Instruments Training Facility to review employee needs of Texas Instruments
   * Discussion of leadership training opportunities

2. Topics in need of EDTC project staff attention: none

3. Topics to be communicated to PIFC:

   Texas Instruments is currently developing employee profiles that will specify the skills needed by entry level employees. Texas Instruments is developing some very innovative leadership training techniques for all of their employees.

4. Topics to be communicated to other pilot sites:

   Texas Instruments is developing outstanding leadership training for their employees. Public school districts can learn from the emphasis that private industry places on training and retraining of their workforce. The employee profiles that are being developed by Texas Instruments illustrates the need to improve the academic skills of all students.

B. Teacher Team met this month on November 12, November 14, November 20, and November 22.

1. November 12, 1991 Agenda
   * Presentation from representatives of LTV concerning their training programs and the need for improved basic academic skills of entry level workers.
   * Lesson Plan Development
   * Crosswalk of Algebra essential elements to vocational programs

   November 14, 1991 Agenda
   * Visit to Texas Instruments Training Facility
   * Lesson Plan Development

   November 20, 1991
   * Visit to LTV Plant to observe training processes

School Name: Mansfield High School **Date:** December 11, 1991

ACADEMIC/VOCATIONAL INTEGRATION PROJECT

November 22, 1991
* Lesson Plan Development
* Review and selection of materials needed for program implementation
* Discussion of out of state visits and site selection
* Discussion of future staff development activities
* Discussion of research design

2. Topics in need of EDTC staff attention: none

3. Topics to be communicated to teacher teams at other pilot sites: none

C. Other Comments to Project Staff: none

D. Attachments:
1. November 12, 1991, memo from Pam Rudnicki concerning activities of LTV meeting and curriculum writing session
2. November 8, 1991, memo from Art Lacy concerning visit to Texas Instruments
3. November 12, 1991, memo from Jerry Knight concerning visit to LTV
4. November 21, 1991, letter from Pam Rudnicki to Ed Lanious of LTV concerning their participation in the project
5. November 21, 1991, letter from Pam Rudnicki to Bruce Click of LTV concerning their participation in the project

DATE: November 12, 1991

TO: Dr. Kenneth English

FROM: Pam Rudnicki

RE: November 12, 1991 Applied Math Meeting

On November 12, 1991, four vocational teachers, two math teachers, 2 science teachers, Mr. Knight, Dr. Howell and I met in the high school library to hear about LTV's training program. Mr. Bruce Click and Mr. Albert Marquez were the presenters. At the end of the session, the LTV representatives left training manuals for the teachers along with making arrangements for security clearance for the November 20th trip.

The afternoon was spent writing curriculum. To start the session, the group brainstormed topics for integration among the three areas of math, science, and vocational ed. The math teachers selected the math essential elements to be covered in the first four lesson plans. The rest of the afternoon was spent discussing ideas and writing the lesson plans around the selected essential elements. It was decided each lesson plan would include the objectives, activities and the assessment. To date four integrated lessons have been completed.

TEXAS
INSTRUMENTS

8 November 1991

To: Dr. Kenneth English

From: Art Lacy

Subject: MANSFIELD ISD VISIT TO TEXAS INSTRUMENTS

Dear Dr. English,

I look forward to hosting you and your team on November 14, 1991. We should much to share. The following is an agenda that may serve to guide us.

9:15-9:30	Sign In	
9:30	Welcome	Art Lacy
9:30-10:15	Human Resource Development Overview	Bill Long
10:15-10:25	Break	
10:25-11:00	Leadership and Quality	Jerry Bayles
11:00-11:45	Mansfield/Texas Instruments Partnership in Education	Art Lacy
11:45	Adjourn	

After speaking with Jerry Knight, it sounds like he has an accurate ide location and how to get here.

If you have any specific questions or areas of interest, please let me kno

Until then,

Best Regards,

Art Lacy

Copy: Jerry Bayless
Bill Long

baw.

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TO: Integration Team

FROM: Jerry Knight JK

SUBJECT: Tour of LTV

DATE: November 12, 1991

I have arranged for subs for Wednesday November 20, also we will be traveling by school van.

We will leave the career center, north side, between the annex at 8:15 that morning.

The tour will be 5 to 6 hours, so dress appropriately, casual with good walking shoes.

We will probably eat lunch courtesy of LTV.

Let me know if you have any questions.

"IN SERVICE TO OUR SCHOOLS"

MANSFIELD INDEPENDENT SCHOOL DISTRICT

November 21, 1991

Mr. Ed Lanious
Director of Personnel/Labor Relations
Mail Stop 49R-11
LTV Aircraft Division
9314 W. Jefferson Blvd.
Dallas, Texas 75211

Dear Ed:

Thank you so much for your involvement and support in Mansfield's integrated math program. LTV's input has been invaluable. Our teachers now have a feel for the industry's expectations of high school graduates along with ideas for specific math activities involving "hands-on" applications that will make algebra skills meaningful.

I am grateful for the role Bruce Click and Albert Marquez played in supplying our teachers with much needed information. Their professionalism, expertise, and patience was most appreciated. Mr. Click's presentation and tour of the plant exactly met our educational needs.

Enclosed you will find an article concerning our first meeting. Again, I thank you for your support.

Sincerely,

Pam

Pamela Rudnicki
Math Subject Specialist

PR:ge

Enclosure

cc: Dr. Kenneth English, Superintendent

605 E. Broad Street Mansfield, Texas 76063 (817) 473-5600 Fax (817) 473-5611

MANSFIELD INDEPENDENT SCHOOL DISTRICT

November 21, 1991

Mr. Bruce Click
Instructor - Shop Skills, Skills Training
Mail Stop 6-38
LTV Aircraft Association
9314 W. Jefferson Blvd.
Dallas, Texas 75211

Dear Bruce:

Thank you so much for your involvement in Mansfield's integrated math project. Your expertise has been invaluable. Because of you, our teachers now have a feel for industry's expectations of high school graduates. Your presentation and tour has given them specific ideas for math activities that will make algebra skills meaningful.

It has been a pleasure working with you. I know it is no easy task to work with teachers, but your patience and professionalism were truly appreciated. The presentation, the tour, and the lunch were all top quality.

Please convey our thanks to Albert also. Because of both of you we feel we can begin writing a curriculum that will meet the needs of our students.

Sincerely,

Pam

Pamela Rudnicki
Math Subject Specialist

PR:ge

cc: Dr. Kenneth English, Superintendent

605 E. Broad Street Mansfield, Texas 76063 (817) 473-5600 Fax (817) 473-5611

School Name Socorro Independent School District Date Dec. 2, 1991

Academic/Vocational Integration Project

Report for Month of Nov. 1991

A. Focus Group met this month: _no x yes date Nov. 13, 1991

If yes:

1. List of agenda topics

    1. Pilot school grant EDTSU
    2. Information on trip to Austin.
    3. Inservice for all high school teachers on pilot program.

2. Topics in need of EDTC project staff attention:

    N/A

3. Topics to be communicated to PAC:

    N/A

4. Topics to be communicated to other pilot sites:

    N/A

B. Teacher Team met this month: _no x yes Date Nov. 21, 1991

List of agenda topics

1.	Develop Lesson Plans in Math and Science	Marty Barbieri Carl Cooper
2.	Plan next student program--Lunch Program	Nancy Sochat
3.	Focus Group Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

    N/A

3. Topics to be communicated to other pilot sites:

    N/A

C. Other comments to project staff:

Developing lesson plan can be stressful. VCR tape of inservice will follow report soon

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

__x__ most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by ___Carl Cooper, Director of Vocational Education

Educational Development & Training Center
East Texas State University
Project:
Integrating Vocational and Academic Education

Shadow Observation

Name:______________________________ SS#________________

Assignment:__________________________ Room #______________

SCHEDULED SHADOW OBSERVATION

Instructor:___________________________ Time:________________

Course:_____________________________ Room #______________

Objective:____

____

____

____

____

____

Materials:____

____

____

____

____

____

Instructional Strategies:_____________________________________

____

____

____

____

____

School Name Austin I.S.D. Date January 6, 1992

Academic/Vocational Integration Project

Report for Month of December, 1991

A. Focus Group met this month: XX no ___ yes date ______
If yes:

1. List of agenda topics:

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ___ no XX yes date December 3
If yes:

1. List of topics:

   See attached agenda. (Visit to Health Careers High School, Northside I.S.D., San Antonio)

2. Topics in need of EDTC project staff attention:

   - Final format for development of integration model
   - Feedback on first round of teacher-developed lesson plans
   - Exact amount of money available for out-of-state site visits

3. Topics to be communicated to teacher teams at other pilot sites:

   - Trip to the Health Careers High School in San Antonio was very worthwhile. (An excellent example of an integrated curriculum!)
   - Can obtain free copies of a bulletin entitled, "What Work Requires of Schools, a SCANS Report for America 2000 - A Letter to Parents, Employers, and Educators." Telephone 1-800-788-SKILL. See the attached cover information.

- Learned more about Woodland (California) High School's integrated curriculum while attending the Annual Convention of the American Vocational Association. See the attached publications list for Woodland High School curriculum materials which can be ordered at relatively low cost. We are ordering several documents for review.

C. Other comments to project staff:

- Received packet of shadowing reports to be completed by teacher team in today's mail. We will need more time than allowed to get these disseminated to teachers and back to EDTC due to final exams and opening of new semester.
- Need budget information in order to finalize plans for local staff development.
- Bowie High School Principal has received some complaints from students about the integration project teacher team being out of class so much.

D. Please attach any drafts of products or correspondence distributed.

- See attached materials. (Other being mailed under separate cover.)

E. Level of satisfaction with the project (please check)

_____	Most incredible experience in my professional career	XX	Well, almost	_____	Dont' call me, I'll call you	_____	Take your money and go home

Completed by Margaret Lindsey

AGENDA

9:00- 9:10 Refreshments, Introduction

9:10- 9:30 Overview of Health Careers High School

9: 30- 10:00 Student Conducted Tour of H.C.H.S.

10:00-12:00 Classroom visits & meetings with H.C.H.S./
N.I.S.D. Staff (See schedule below)

12:00- 12:30 Travel to Business Careers High School

12:30- 1:30 Luncheon at Business Careers High School

H Building Holmes High School - Rm. H114

1:30- 3:30 Visit with B.C.H.S. Administration & Staff in library

Jim Greene - Principal

Al Vassquez- Administrative Assistant/ Counselor

Business Teachers

H.C.H.S. Classroom Visit Schedules

Debbie Willey, Denise Cochran & Gail Clark

10:00 - 10:18 Visit Medical Office Administration, Ms. Clark, Rm 230
10:18- 10:30 Visit with Ms. Clark
10:30 - 10:50 Visit Spanish 2Native, Ms. Cantu, Rm 234
10:50 - 12:00 Visit NISD Central Office Vocational Personnel- library

Al Suttles, Dennis Swanson, Billie Franke & Margaret Lindsey

10:00 -10:30 Visit Bill Spannagel & NISD Vocational Supervisors
in the library
10:30 - 11:08 Visit Diagnostic Services, Ms. Tallmon in Rm 216
11:08 - 12:00 Visit English I H, Ms Hall in Rm 131

Mary Katherine Ross, Kent Ewing, & Lloy Liscano

10:00 - 10:14 Visit Diagnostic Services, Ms. Tallmon in Rm 216
10:18 - 10:40 Visit Algebra I H, Ms. Espinosa in Rm 137
10:40 - 12:00 Visit Math Chairman & NISD Central Office Vocational
Staff in the library

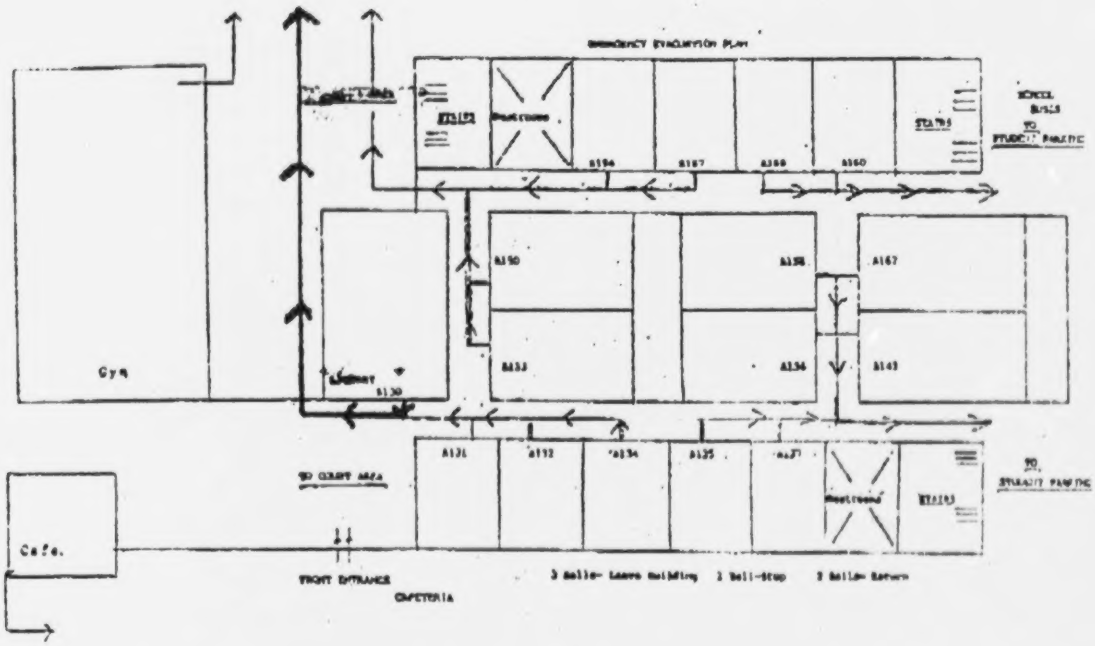
Ben Botbol, Richard Sunbury, & Jim Chapman

10:00 - 10:14 Visit Medical Surgical Technology, Ms. Austin in Rm 229
10:18 - 11:08 Visit Physics I H, Ms. Thyagarajan in Rm 142
11:08 - 12:00 Visit H.C.H.S. & NISD Vocational Supervisors in library

Barbara Huffman, Margaret McQuistin, & Ruth Riding

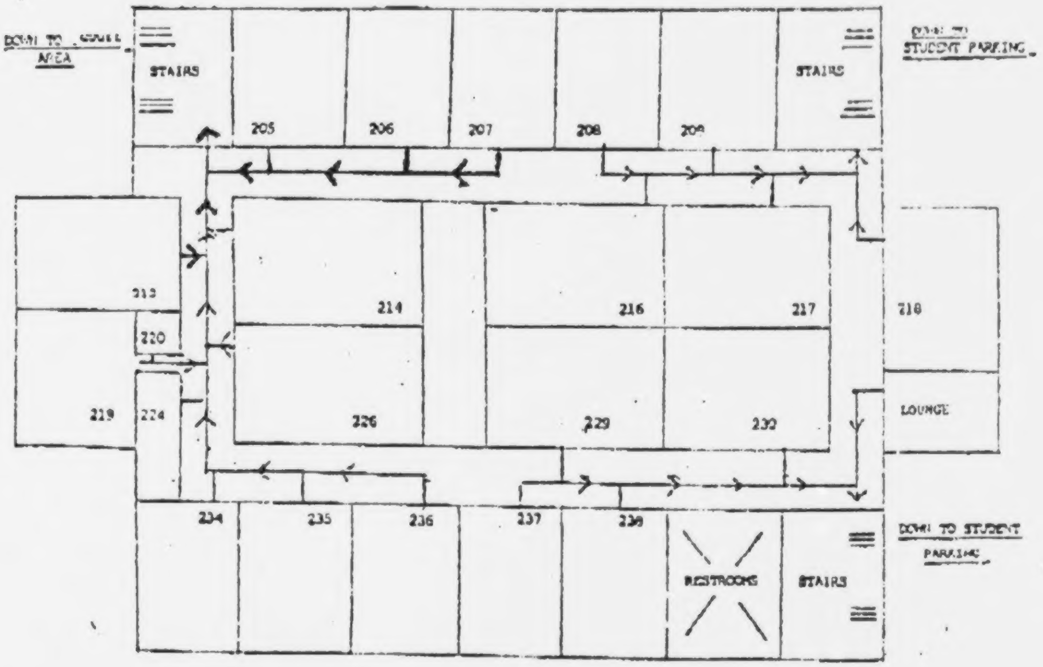
10:00 -10:35 Visit with counselors and English Chairman (Ms.Hall) in library
10:35- 11:08 Visit Dental Science, Ms. Morales in Rm 226
11:12 - 12:00 Visit English 3, Ms. Willstrop in Rm 135

[redacted]


EMERGENCY EVACUATION PLAN
Gym
Library
A130
STAIRS
Restrooms
A154
A157
A159
A160
STAIRS
SCHOOL BUSES TO STUDENT PARKING
A150
A153
A158
A154
A167
A143
A131
A132
A134
A135
A137
Restrooms
STAIRS
TO COURT AREA
TO STUDENT PARKING
Cafe.
FRONT ENTRANCE
CAFETERIA

3 Bells- Leave Building 1 Bell-Stop 2 Bells- Return

EMERGENCY EVACUATION PLAN SECOND FLOOR Revised 5-12-88


DOWN TO COURT AREA
STAIRS
205
206
207
208
209
STAIRS
DOWN TO STUDENT PARKING
213
214
216
217
218
220
219
224
226
229
232
LOUNGE
234
235
236
237
238
RESTROOMS
STAIRS
DOWN TO STUDENT PARKING

3 Bells - Leave Building 1 Bell - Stop 2 Bells - Return

BEST COPY AVAILABLE

Austin Independent School District

December 20, 1991

John Boyers, Principal
Health Careers High School
4646 Hamilton Wolfe
San Antonio, Texas 78229

Dear Mr. Boyers:

This is a follow-up to AISD's December 3 visit to the Health Careers High School. Thank you very much for allowing our integration project focus team to come to your campus and for planning both an interesting and productive day for us.

As a result of our visit, the focus group got a first-hand view of a school which matches one of the eight national models for integrating academic and vocational curriculum. The teachers were impressed with the quality of instruction students are receiving in your school and they returned to Austin stimulated to futher develop integration in their areas.

We especially appreciated your making arrangements for us to go to the Holmes campus to see the new Business Careers High School. The luncheon the CVAE Food Service students prepared was delicious, and we enjoyed getting to visit with Winn Mernin, Gary Haass, Jim Greene, the counselors and others in your school district.

Please let us know if we can ever be of service to you. In the meantime, have a safe and happy holiday!

Sincerely,

Margaret Lindsey

Margaret Lindsey
Administrative Supervisor
for Vocational Education

ML:bmo

xc: W. David Hill
Al Suttles
Winn Mernin

1111 West 6t[illegible] 700[illegible]

School Name Greenville Date January 23, 1992

Academic/Vocational Integration Project

Report for Month of December

A. Focus Group met this month: ☐ no ☒ yes date 12/17/91

If yes:

1. List of agenda topics

   Subject areas involved in project
   Ideas for student participation/involvment
   Cost of implementing

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date 12/17/91

If yes:

1. List of topics:
   Coordinating subject areas
   Consistency of material/grading

   On 12/10&11 Marty, Gail and Martin Strand visited sites in Oklahoma to determine sites for other teachers to visit.

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

C. Other comments to project staff:

The group is feeling lack of confidence that we are headed in the right direction on plans. A lot of information is being exchanged about the vocational programs to the academic teachers.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career
[✓ Well, almost]
_____ Don't call me, I'll call you
_____ Take your money and go home

Completed by Ginger Lockert

School Name Mansfield ISD Date January, 1992

Academic/Vocational Integration Project

Report for Month of November - December

A. Focus Group met this month: ☒ no ☐ yes date ____

If yes:

1. List of agenda topics

N/A

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to PAC:

N/A

4. Topics to be communicated to other pilot sites:

N/A

B. Teacher Team met this month: ☐ no ☒ yes date November 20, 1991

If yes:

1. List of topics:

Integration team met to attend an all day visit of LTV Training Facilities and tour of the LTV plant in Grand Prairie. Bruce Click and Albert Marquez members of our Focus Group conducted our meeting.

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

C. Other comments to project staff:

Our teacher team did not meet during the month of December due to the short schedule prior to the holidays, and semester exams and review were during the week of our dismissal.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

____ Most incredible experience in my professional career	____ Well, almost	____ Don't call me, I'll call you	____ Take your money and go home

Completed by Jerry Knight JK
Vocational Director

School Name Socorro Independent School District Date Dec. 19, 1991

Academic/Vocational Integration Project

Report for Month of Dec. 1991

A. Focus Group met this month: x no _yes date__________

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to PAC:

N/A

4. Topics to be communicated to other pilot sites:

N/A

B. Teacher Team met this month: __no x yes Date Dec. 3, 1991

List of agenda topics

1.	Discuss Lesson Plans for project.		Carl Cooper
2.	Discuss Shadowing time lines.		Nancy Sochat
3.	Discuss inservice Learning Styles		Carl Cooper
4.	Focus Group	Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to other pilot sites:

N/A

C. Other comments to project staff:

N/A

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

___x___ most incredible experience in my professional career

______ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by ___Carl Cooper, Director of Vocational Education

School Name Austin I.S.D.

Date February 11, 1992

Academic/Vocational Integration Project

Report for Month of January 11, 1992

A. Focus Group met this month: XX no ____ yes date ________
If yes:

1. List of agenda topics:

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ____ no XX yes date January 28
If yes:

1. List of topics:
   - Components of AISD's model for integration
   - Development of a draft document
2. Topics in need of EDTC project staff attention:
   - Need critiques of lesson plans
   - Need to visit on-site on a monthly basis
   - Need to finalize arrangements for remaining staff development
3. Topics to be communicated to teacher teams at other pilot sites:
   - Development of the model required the use of group process techniques; bonding occurred as a result of this experience.
   - Campus focus team thinks a networking session with members of the other focus teams would be worthwhile this spring. (i.e. sharing of information relating to shadowing experiences, site visits, etc.)

C. Other comments to project staff:

- Focus team met on a limited basis during January because of finals and the beginning of a new semester.
- Teachers have a real sense of accomplishment now that the model is drafted.
- Kent Ewing and Margaret Lindsey appreciated the opportunity to talk about AISD's model at TEA's Professional Improvement Conference for Vocational Administrators, Supervisors and Counselors, January 31.
- Thank you, Mary and Gail, for coming to visit Bowie High School, January 31!

D. Please attach any drafts of products or correspondence distributed.

- Newsletter article
- Memorandum, January 17, 1992
- Memorandum, January 23, 1992

E. Level of satisfaction with the project (please check)

____ Most incredible experience in my professional career

XX Well, almost

____ Dont' call me, I'll call you

____ Take your money and go home

Completed by Margaret Lindsey

School Name Greenville

Date January 23, 1992

Academic/Vocational Integration Project

Report for Month of January

A. Focus Group met this month: ☒ no ☐ yes date ________

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date January 17, 1992

If yes:

1. List of topics:
   Outline of draft of 3 year integration plan.
   Test scores as critera for selecting students to be involved in project
   Visitation of out of state site
   Plans for trip to Center for Success in Learning

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

School Name Mansfield ISD Date 2-17-92

Academic/Vocational Integration Project

Report for Month of January

A. Focus Group met this month: ☒ no ☐ yes date

If yes:

1. List of agenda topics

N/A

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to PAC:

N/A

4. Topics to be communicated to other pilot sites:

N/A

B. Teacher Team met this month: ☐ no ☒ yes date January 16, 1992

If yes: Agenda Attached.

1. List of topics:
#5 was first topic discussed. Room location B-3 MHS will be where Integrated Algebra Lab will be located. Budget is being developed for lab equipment, supplies, instructional materials, etc.

2. Topics in need of EDTC project staff attention:
Pre-registration of 8th graders March 9-13
Texas Instruments QIW training February 10-11

3. Topics to be communicated to teacher teams at other pilot sites:
Any of attached materials necessary.

(Continued)

C. Other comments to project staff:

Teachers were reminded of CSL Workshop - Dallas January 27-29.
Teachers began selection of curriculum materials - discovered capital equipment not eligible for funding.
Discusssion of screening and selection of students for math-lab.
Began developing outline for blueprint. Discussion of COPPS workshop in Fort Worth in February.
Dr. Kenneth English and Jerry Knight presented information on the Mansfield project at the Mid-Winter Conference for Vocational Administrators, Supervisors, and Counselors in Austin on Thursday, January 30, 1992.

D. Please attach any drafts of products or correspondence distributed. (attached) draft of outline.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by Jerry Knight

Jerry Knight, Vocational Director
Mansfield ISD

School Name Socorro Independent School District Date Feb. 17, 1991

Academic/Vocational Integration Project

Report for Month of Jan. 1992

A. Focus Group met this month: _no x yes date Jan. 7,1992

If yes:

1. List of agenda topics

   a. Three year Integration Plan
   b. Learning Styles Training Jan. 13-15, 1992

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to PAC:

   N/A

4. Topics to be communicated to other pilot sites:

   N/A

B. Teacher Team met this month: _no x yes Date Jan. 7, 1992

List of agenda topics

1.	Learning Styles Training Jan 13-15, 1992.		Carl Cooper
2.	Three Year Integration Plan.		Nancy Sochat
3.	Discuss Inservice True Colors		Carl Cooper
4.	Focus Group	Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

   N/A

School Name Austin I.S.D.
Date March 6, 1992

Academic/Vocational Integration Project

Report for Month of February, 1992

A. Focus Group met this month: XX no ____ yes date March 26
If yes:

1. List of agenda topics:

   - Review and refinement of A.I.S.D.'s integration model
   - Recommendations for additional staff development activities
   - Importance of integrated curriculum in tech prep implementation

2. Topics in need of EDTC project staff attention:

   - Feedback on A.I.S.D.'s model for integration

3. Topics to be communicated to PAC:

   A.I.S.D.'s America 2000 Design proposal incorporates the idea of curriculum infusion or integration. Dr. David Hill, Assistant Superintendent for Operations, would be an excellent resource speaker on this.

4. Topics to be communicated to other pilot sites:

   Since it isn't always possible to get memebers of the external focus group together at the same time, it is important for someone to go out and brief them at the business site.

B. Teacher Team met this month: ____ no XX yes date February 6, 11 & 20
If yes:

1. List of topics:

   - Review and revision of A.I.S.D.'s integration model
   - Critique of lesson plans developed in late November/early December
   - Development of additional lesson plans

2. Topics in need of EDTC project staff attention:

   - Comments/critique of A.I.S.D.'s integration model
   - Contract with Darryl Townsend to conduct the learning styles staff development for the focus team in April

3. Topics to be communicated to teacher teams at other pilot sites:

   - Johnson and Johnson Cooperative Learning staff development requires 6 hours of additional training in order to conduct training. (Local personnel who attended the four-day staff development in February won't be able to train the teacher team until next year.)
   - Dr. Peggy Mathena, Curriculum Director of the San Marcos C.I.S.D., will provide staff development on outcome-based education for the A.I.S.D. focus team, April 30. Other school district personnel including a number of elementary and secondary Central Office administrators will also participate. We expect to have an audience of at least 45.

C. Other comments to project staff:

- We appreciated Marty Barbieri coming to Austin for the February 20th Teacher Team meeting. Her critique of the lesson plans was helpful and clarified questions the teachers had about the number of lesson plans to be developed.
- We are trying to identify funds for other math and science teachers from A.I.S.D. to attend Sheri Dotson's workshop in Dallas, May 5.
- Ben Botbol, Jim Chapman and Lloy Lizcano are all interested in attending the Governor's Conference on Science, Technology and Mathematics Education in Austin, April 27-28.

D. Please attach any drafts of products or correspondence distributed.

- Two newsletter articles attached

E. Level of satisfaction with the project (please check)

____ Most incredible experience in my professional career

XX Well, almost

____ Dont' call me, I'll call you

____ Take your money and go home

Completed by Margaret Lindsey

Austin Independent School District
News Article - March 6, 1992

External Focus Team Reviews Model

Over lunch on February 26, members of the external focus team met in the Carruth Administration Complex to review and make recommendations on the proposed Austin Independent School District Integration Model. Staff members Margaret Lindsey, Billie Franke, and Dennis Swanson presented each section of the model. Generally, team members were very supportive and complimentary of the narrative and timeline established for implementation. However, team members had several insightful recommendations which enhanced the proposed model.

Community involvement through this focus team has been very helpful to assure that our integration efforts not only help students but also meet the area business/industry needs. The last external focus team meeting will allow review and input on lesson plans developed by internal focus team members.

Internal Focus Team Members Become Cooperative Learning Trainers

Region XIII Education Service Center provided the opportunity for member schools to have staff trained as trainers in cooperative learning techniques. Debbie Wiley, Bowie High School Office Education teacher, and Billie Franke, Vocational Coordinator, were able to take advantage of this training as a part of the Integration Project. During Fall 1992, these trainers will offer workshops for Bowie High School staff and be available for support of other Austin Independent School District schools on request.

School Name Greenville High School Date ____________

Academic/Vocational Integration Project

Report for Month of February

A. Focus Group met this month: ☒ no ☐ yes date ____________

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date February 28

If yes:

1. List of topics:

Lesson plans

2. Topics in need of EDTC project staff attention:

Marty was here to help us organize our thoughts + complete our ideas.

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

School Name Mansfield ISD

Date April 2, 1992

Academic/Vocational Integration Project

Report for Month of February

A. Focus Group met this month: ☒ no ☐ yes date

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date

If yes:

1. List of topics:

February 10-11 - Part of the integration team attended (QIW) Quality Improvement Workshop at Texas Instruments in Dallas.

February 21 - Guidance staff - Counselors and Special Populations Coordinator, attended COPPS Workshop at Region XI Service Center, Ft. Worth.

2. Topics in need of EDTC project staff attention:

(none)

3. Topics to be communicated to teacher teams at other pilot sites:

(none)

(Continued)

C. Other comments to project staff:

D. Please attach any drafts of products or correspondence distributed. Gail has received copies of correspondence, I think.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by ____________________

Jerry Knight
Vocational Director, MISD

TO: MISD Integration Team

FROM: Jerry Knight JK

SUBJECT: TI Meeting, etc.

DATE: February 4, 1992

The Quality Improvement Workshop (QIW) at TI will be next Monday and Tuesday February 10 (8 a.m. to 4 p.m.) and 11 (8 a.m. to 1 p.m.), at the TI offices on Coit Road in Dallas.

Mr. Whyte will be driving the school van both days. We will leave from the North side of the Career Center at 6:45 a.m. Let him know as soon as possible if you will not be riding in the van. I talked with Art Lacy to see if he had an outline or preliminary information for us. He said there was not anything we would need to do prior to the workshop. We will be going through the training with the President and 8 administrators from ETSU, and possibly 2 to 4 principals from Richardson.

There will be another workshop on February 18-19 if you know of anyone else who should attend who will be assisting us on the integration project. If you know of anyone who may wish to attend this session please contact Art Lacy.

Dr. English and I gave a presentation at the Mid-Winter Conference in Austin last week (3-one hour sessions). The response and questions regarding our project were very positive, we have several schools who are coming to visit us this spring I'll have more details later.

Please note from the instructions on the outline for the integration plan. Gail wants a brief description from each of you on parts II A and B - activities and strategies for implementation, also methods and techniques you may use for your part of the project.

This doesn't have to be elaborate but it is necessary. Several have already turned this in, thanks.

TO: MISD Integration Team

FROM: Jerry Knight JK

SUBJECT: Staff Development

DATE: February 17, 1992

There will be several staff development activities that will be coming up that you should plan for.

Texas Instruments will be planning another Quality Improvement Workshop on March 25-26, for those who were unable to make the last session. Let me know by this Friday, February 28 if you would like to attend so I will be able to plan for subs and van for that date.

On Monday, March 30 we will have a meeting regarding Tech. Prep. and developing career paths. The presenters will be Ron Winkelman - TEA Consultant and Dr. Faye Murphy - Asst. Director of Program Development from Tarrant County Junior College. This session will be from 8:30 to 11:30. That afternoon we will have a display of curriculum materials from EDTC, the Educational Development & Training Center. We will have our overall FOCUS group and members of business-industry and others in attendance at this meeting. We may also have visitors from other schools at this meeting.

On Thursday, April 23 we will attend a session in Mesquite presented by Peggy Mathenia on Outcome Based Education it will be at the ETSU Metroplex Center at 2600 Motley Drive.

On Tuesday May 5 the math and science team members (and others?) will attend a Math and Science Learning Skills Workshop presented by Math Specialist Sherry Dotson of Jacksonville, this meeting will be in Dallas also.

We are still considering the possibility of going to Leander this spring to look at their integration program.

Also we have been asked to present information regarding our project at a Region XI Workshop on Friday June 12 if you are available and wish to participate, since this is outside the school year, any participation would be at your option as you choose.

Please mark the dates above and let Jan know as soon as possible so we will be able to arrange for subs and transportation, etc.

School Name Socorro Independent School District Date Feb. 17. 1991

Academic/Vocational Integration Project

Report for Month of Feb. 1992

A. Focus Group met this month: x no _yes date____

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to PAC:

N/A

4. Topics to be communicated to other pilot sites:

N/A

B. Teacher Team met this month: _no x yes Date Feb. 4. 1992

List of agenda topics

1.	Learning Styles Training Jan 13-15, 1992.		Jan Kehoe Paul Cunningham
2.	Using Learning Styles in Class Results		Jan Kehoe
3.	Discuss inservice True Colors		Carl Cooper
4.	Focus Group	Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to other pilot sites:

N/A

C. Other comments to project staff:

N/A

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

x	most incredible experience in my professional career	☐	Well, almost	☐	Don't call me, I'll call you	☐	Take your money and go home

Completed by Carl Cooper, Director of Vocational Education

School Name Austin I.S.D.

Date April 6, 1992

Academic/Vocational Integration Project

Report for Month of March, 1992

A. Focus Group met this month: XX no ____ yes date ____________
If yes:

1. List of agenda topics:

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ____ no XX yes date March 12 & 26
(March 3 meeting cancelled)
If yes:

1. List of topics:
   - Development of additional lesson plans
   - Revision of staff development calendar
   - Discussion of calendars in relation to site visitation plans
   - Materials selection

2. Topics in need of EDTC project staff attention:
   - Comments/critique of the A.I.S.D. integration model
   - Handbooks on learning styles staff development for Bowie Faculty, May 6

3. Topics to be communicated to teacher teams at other pilot sites:

   - We designed a matrix which outlines the lesson plans developed for the project. It reflects the curriculum areas to be infused or integrated.
   - We are planning a professional development institute for summer. It will include a number of topics related to academic/vocational integration.

C. Other comments to project staff:

- Please send confirmation of Lloy Lizcano's registration for the Governor's Conference on Science, Technology and Mathematics Education, April 27-28, as well as Sheri Dotson's workshops in Dallas on "How to Integrate Learning Styles into the Teaching of Math and Science," May 5. Jim Chapman, Bowie H.S. Science Teacher, cannot attend either workshop as he is involved with the National Science Fair Competition during that time period.)
- Please order 12 additional "Colorizing" handbooks for Bowie High School's May 6 staff development on learning styles. They cost $2.50 each and can be ordered from NCTI, P. O. Box 969, Pflugerville, Texas 78660. Darryl Townsend, consultant, can bring them with him to the training session.

D. Please attach any drafts of products or correspondence distributed.

- Drafts of lessons plans are being mailed under separate cover.
- Newsletter article attached along with Lesson Plan Matrix and Summer Staff Development Institute Schedule.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

XX Well, almost

_____ Dont' call me, I'll call you

_____ Take your money and go home

Completed by Margaret Lindsey

DRAFT

AUSTIN INDEPENDENT SCHOOL DISTRICT
EDTC Integration Project - Lesson Plan Matrix

COURSE	LESSON TOPIC	LESSON TOPIC	LESSON TOPIC	LESSON TOPIC	LESSON TOPIC	LESSON TOPIC	LESSON TOPIC	LESSON TOPIC	LESSON TOPIC
SCIENCE	(2) Source of Electricity E	(2) Efficiency o the Fly Wheel PT	(2) Graph Data Stopping Distance O	(2) Components in a Radio E	(2) Electromagnetic Induction E				
MATH	(2) Direct/Indirect Proportion E	(2) Slope of a line E	(2) Scientific Notation E	(2) Introduction to Functions O	(2) Application of Fractions to Prototype Design TE				
LANGUAGE ARTS	(3) Store Placement O - SS	(3) Governing Engine Speed SS - PT	(3) Campaign SS - O	(2) Writing Business Letters O					
SOCIAL STUDIES	(2) Stock Market O	Store Placement O - LA	Governing Engine Speed LA - PT	Campaign O - LA					
ELECTRONIC TECH ED PRIN OF TECH	Source of Electricity S	Efficiency o the Fly Wheel S	Components in a Radio S	Electromagnetic induction S	Direct/Indirect Proportion M	Slope of a Line M	Scientific Notation M	Governing Engine Speed LA - SS	Application of Fractions to Prototype Design M
OFFICE EDUCATION	Graph Data Stopping Distance S	Introduction to Functions M	Store Placement LA - SS	Campaign LA - SS	Writing Business Letters LA	Stock Market SS			

S=Science O=Office
M=Math E=Electronics
LA=Language Arts TE=Technology Ed.
SS=Social Studies PT=Principles of Technology

ACADEMIC/VOCATIONAL EDUCATION SERIES
Series of sessions for both VocEd & Academic teachers & counselors, Grd 7-12

#711 PREPARING LEARNERS FOR A CHANGING WORKFORCE Examine workplace basics & tour local business/industry sites to determine which essential skills are wanted/needed by employers **Popl: Academic/VocEd tchrs, Grd 7-12, Maximum 30,** 12 HRS. JUN 11-12

Public Law 101-392 mandates the integration of academic and vocational curriculum. To implement this, academic and vocational teachers should register as campus teams.

#701---TOWARD A MORE RELEVANT CURRICULUM Focus on models for integrating academic and vocational education and become familiar with local efforts to achieve this. **Popl: VocEd & Academic tchrs, Grds 7-12. Maximum 80,** 6 HRS. JUN 8. SPEC.POP.CREDIT-6-HRS *PREREQUISITE FOR #702,703,704,705*

#702--- DEVELOPING APPLICATIONS-BASED CURRICULUM: INTEGRATING MATHEMATICS AND VOCATIONAL EDUCATION Explore interdisciplinary approaches and work with a campus partner to develop lessons that integrate science and vocational education. **Popl: Math & VocEd tchrs, Grds 7-12, Maximum 20,** 6 HRS. JUN 9 SPEC.POP.CREDIT-6-HRS *#701 IS PREREQUISITE*

#703--- DEVELOPING APPLICATIONS-BASED CURRICULUM: INTEGRATING SCIENCE AND VOCATIONAL EDUCATION Explore interdisciplinary approaches and work with a campus partner to develop lessons which integrate science and vocational education. **Popl: Science & VocEd tchrs, Grds 7-12, Maximum 20,** 6 HRS. JUN 9. SPEC.POP.CREDIT-6-HRS *#701 IS PREREQUISITE*

#704--- DEVELOPING APPLICATIONS-BASED CURRICULUM: INTEGRATING ENGLISH/ LANGUAGE ARTS AND VOCATIONAL EDUCATION Explore interdisciplinary approaches and work with a campus partner to develop lessons which integrate English and vocational education. **Popl: English & VocEd tchrs, Grds 7-12, Maximum 20,** 6 HRS. JUN 9. SPEC.POP.CREDIT-6-HRS *#701 IS PREREQUISITE*

#705--- DEVELOPING APPLICATIONS-BASED CURRICULUM: INTEGRATING SOCIAL STUDIES AND VOCATIONAL EDUCATION Explore interdisciplinary approaches and work with a campus partner to develop lessons which integrate social studies and vocational education. **Popl: Social Studies & VocEd tchrs, Grds 7-12, Maximum 20,** 6 HRS. JUN 9. SPEC.POP.CREDIT-6-HRS *#701 IS PREREQUISITE*

#706 PROMOTING QUALITY IN VOCATIONAL EDUCATION , Using *"total quality management"* concepts to boost student performance. **Popl: VocEd & Academic tchrs, Grds 7-12, Maximum 30,** 6 HRS. JUN 10

#707 TECH PREP: A WIN/WIN OPPORTUNITY Recognize components of a successful tech prep program and determine how to get involved in local tech prep effort. **Popl: VocEd & Academic tchrs, Grds 7-12, Maximum 30,** 6 HRS. JUN 11

#708 COMPETENCY-BASED INSTRUCTION FOR VOCATIONAL EDUCATION
Recognize how DACUM and other processes can help in creating a competency-based VocEd program. **Popl: VocEd & Academic tchrs, Grds 7-12, Maximum 30,** 6 HRS. JUN 12.

#709 STRENGTHENING CAREER COUNSELING SKILLS OF SECONDARY TEACHERS
Learn the components of a career development guidance model and focus on techniques teachers use to effectively guide students' career planning process. **Popl: VocEd & Academic tchrs & counselors, Grd 7-12, Maximum 25,** 6 HRS. JUN 15.

#710 MODIFYING VOCATIONAL CURRICULUM FOR SPECIAL POPULATIONS
Focus on instructional strategies and techniques that will enable special needs students to be more successful in vocational education **Popl: VocEd & Academic tchrs, Grd 7-12, Maximum 25,** 6 HRS. JUN 15. SPEC.POP.CREDIT-6-HRS

BEST COPY AVAILABLE

Austin Independent School District
News Article - April 6, 1992

Lesson Plans Are Written!

Lesson plan writing was the focus of internal focus team meetings in March. Seven Bowie teachers collaborated to develop lesson plans in Math, Science, Social Studies, Language Arts, Office Education, Electronics and Principles of Technology. After two days of intensive work, thirty-three lesson plans had been turned in for submission to the East Texas project staff. To help clarify the lesson plans developed, a matrix was devised to indicate lesson plan topics and content areas of application.

School Name Greenville High School Date ____________

Academic/Vocational Integration Project

Report for Month of March

A. Focus Group met this month: ☒ no ☐ yes date ____________

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date March 10-12 + March 31

If yes:

1. List of topics:

March 10-12

1. Integration program thru the eyes of schools in Oklahoma City.

March 31,

1. Materials to order

2. Completion of lesson plans

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

School Name Mansfield ISD

Date April 2, 1992

Academic/Vocational Integration Project

Report for Month of March

A. Focus Group met this month: ☐ no ☒ yes date All were invited to March 30 meeting.

If yes:

1. List of agenda topics

(Attached)

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date

If yes:

March 13, 1992 - Math team with Marty Barieri and Pam Rudnicki.

1. List of topics: March 25-26 (QIW) Quality Improvement Workshop - Texas Instruments, Dallas.

March 30, "Tech Prep" and EDTC Curriculum display.

2. Topics in need of EDTC project staff attention:

(none)

3. Topics to be communicated to teacher teams at other pilot sites:

(none)

(Continued)

C. Other comments to project staff:

D. Please attach any drafts of products or correspondence distributed. Attached/or check with Gail.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by ______________________

Jerry Knight
Vocational Director, MISD

Jerry, I & I
only Melissa & I have
to be there.

TO: MR. KIRBY

FROM: P. RUDNICKI

RE: INTEGRATED ALGEBRA

DATE: 3-5-92

PLEASE BE ADVISED THAT MARTY BARIERI OF ESTU CALLED ON 3-4-92 TO ARRANGE A MEETING WITH THE MATH PERSONNEL INVOLVED WITH THE INTEGRATED ALGEBRA PROJECT.

THE MEETING IS SCHEDULED FOR 9:00 A.M. ON FRIDAY 3-13-92 IN THE HIGH SCHOOL MATH OFFICE. THE PURPOSE OF THE MEETING IS TO REVIEW, EDIT, AND/OR ALTER LESSON PLANS PREVIOUSLY TURNED IN BY SUPPORTING STAFF.

I WILL NOTIFY DR. HOWELL, MR. KNIGHT, LINDA JOBE, MELISSA TIDWELL, AND KAY PROSSER. (ALTHOUGH KAY HAS OFFICALLY RESIGNED, I WOULD LIKE TO KEEP HER INFORMED.)

TO: Art Lacy

FROM: Jerry Knight JK

SUBJECT: QI Workshop - March 25-26

DATE: March 13, 1992

Here are the names, social security numbers and addresses of the participants for the March 25-26 workshop.

Melissa Tidwell 459-57-1514
Louie Trammell 585-52-3119
Mansfield High School
1520 Walnut Creek Drive
Mansfield, Texas 76063

Pam Rudnicki 436-66-9554
Jan Harmon 452-92-3322
Mansfield ISD
605 E. Broad
Mansfield, Texas 76063

Let me know if you need anything else.

The people that were sent a copy of the memo and flyer re: meeting on March 30, 1992.

Dr. Kenneth English, Durant Schools
Gail Clark, ETSE
Faye Murphy, TCJC
Art Lacy, Texas Instruments
Rick McMichael, Waxahachie
John White, Keller
Travis Winn, Everman

Harold Bell
Gary Williamson
Don Ellis
Mike Gallaher
Roxene Brewer
Tom Hardy
Robert A. Smith

Kenneth Davis
Jerry Bellows
Freddy Garza
Rachel Howell
Lynette Jackson
Jerry Knight
Kay Prosser
Pam Rudnicki
Mary Shores
Melissa Tidwell
Louie Trammell
Janie Washburn
Mike Whyte
Rhonda Slater
Mr. Kirby
Marsha Scott

TO: Focus Committee Members
MISD Board Members
Business and Industry Members and Invited Guests

FROM: Jerry Knight JK

SUBJECT: (Attached)

DATE: March 5, 1992

On the attached flyer please note the program and activities to be conducted on Monday March 30, 1992 at the MISD Administration Cafeteria.

This presentation is in cooperation with East Texas State University in conjunction with our project to integrate vocational and academic curriculum.

"Tech Prep" is a new direction for Texas Education and the presentations will be enlightening and informative.

During the afternoon ETSU-EDTC will display curriculum materials in many vocational-technical and related areas.

Please plan to attend any or all of this day.

Although this will not be RSVP it will help us plan if we know how many participants to expect.

Call 817-473-5682 to let us know if you can join us for these presentations.

Mansfield ISD in cooperation
with East Texas State University

will be conducting a
meeting regarding:

Tech Prep

on
Monday, March 30, 1992

from 8:30 to 11:30

at the MISD Administration Cafeteria

Presenters will be
Ron Winkleman from the Texas Education Agency, Austin
Dr. Faye Murphy- Tarrant County Jr. College

that same afternoon there will be
a curriculum display from 1:00-4:00 pm by
The Educational Development Training Center (EDTC-ETSU)
Jayne Hughes
Larry Hamlin

School Name Socorro Independent School District Date March 31, 1992

Academic/Vocational Integration Project

Report for Month of March, 1992

A. Focus Group met this month: x no _yes date____

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to PAC:

   N/A

4. Topics to be communicated to other pilot sites:

   N/A

B. Teacher Team met this month: __no x yes Date March 10, 1991

List of agenda topics

1.	Develop Blue Print Pilot Program		Nancy Sochat Carl Cooper
2.	Plan next years Program for 9th grade		Nancy Sochat
3.	March 16, 1992 Inservice on Outcome Education		Peggy Meathenia
3.	Focus Group	Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to other pilot sites:

   N/A

C. Other comments to project staff:

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

__x__ most incredible experience in my professional career
______ Well, almost
_____ Don't call me, I'll call you
_____ Take your money and go home

Completed by Carl Cooper, Director of Vocational Education

School Name Austin I.S.D.

Date May 6, 1992

Academic/Vocational Integration Project
Report for Month of April, 1992

A. Focus Group met this month: XX no ___ yes date ______
If yes:

1. List of agenda topics:

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ___ no XX yes date April 15, 23 & 26
If yes:

1. List of topics:

   - Use of technology to enhance curriculum integration
   - Tech prep
   - Outcome-based education

2. Topics in need of EDTC project staff attention:

   - Clarification of training activities in Commerce and Abilene for June
   - Clarification as to what, if any, special coordination efforts will be required in June
   - Participation in May 22 wrap-up activities

3. Topics to be communicated to teacher teams at other pilot sites:

   - Free copies of the SCANS sequel, "Skills and Tasks for Jobs," is now available through the Department of Labor, Dallas Office. Call Margie Nira-Shakes (214) 767-4973 for a copy.
   - Starlink Teleconference on Tech Prep, June 9, 9:00-11:00 a.m. and 1:30-3:30 p.m., Audience: Secondary and Postsecondary Counselors, Administators, and Math, Science and Communication Instructors.

C. Other comments to project staff:

- Dr. David Hill and Dr. Al Suttles will be unable to attend the PAC meeting on May 13. Dr. Hill plans to attend the meeting on May 14.
- Monthly reminders of upcoming deadlines would be helpful.
- Thank you for supporting us in some unique staff development activities over the past month.
- Teachers have requested one last day of staff development on May 22. The external focus team will be invited to participate and site visitation information and finished lesson plans will be shared and discussed.
- Several K-12 instructional coordinators participated in the April 30 OBE workshop; more would have attended but other important District activities were occurring that same day.

D. Please attach any drafts of products or correspondence distributed.

- Reminder notices for OBE Workshop
- OBE Workshop evaluations
- Flyer - Dave Master's Presentation

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

XX Well, almost

_____ Dont' call me, I'll call you

_____ Take your money and go home

Completed by _____ Margaret Lindsey

NEWSLETTER ARTICLE - April 1992

K-12 Instructional Coordinators Join Integration Project Team for Staff Development

Approximately twenty AISD teachers and K-12 instructional coordinators participated in an Outcome-Based Education (OBE) Workshop at Bowie High School on April 30. This was one of several professional development activities requested earlier in the year by members of the "Blueprint" Project teacher team. The OBE Workshop was skillfully presented by Dr. Peggy Meathenia. Director of Secondary Services. San Marcos Consolidated ISD.

A basic packet of OBE reading materials was given to each participant at the beginning of the workshop. The session was structured so that each participant would be an active learner and the reading materials were later incorporated into a cooperative learning activity. Dr Meathenia used a non-traditional evaluation to find out what surprised each learner most about OBE training, how each participant would use the information/concepts for the rest of the year and what they will tell others about OBE tomorrow, next week and in the future.

The informal approach used in this professional development activity gave teachers and coordinators new perpectives on restructuring education. Everyone agreed that OBE is a major shift in educational philosophy and it is definitely an idea whose time has come.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Secondary Education

April 24, 1992

MEMORANDUM

TO: Persons Addressed

FROM: Margaret Lindsey

SUBJECT: Outcomes-Based Education Workshop

Several weeks ago, you requested to participate in the April 30 outcomes-based education workshop which is being hosted by AISD's "Blueprint" project. This professional development activity is being funded through a TEA grant and is supported by the Carl D. Perkins Vocational and Applied Technology Education Act. The project is designed to develop a model for integrating academic and vocational curriculum and is sponsored by the Educational Development and Training Center at East Texas State University. Dr. Peggy Meathenia, Curriculum Director for the San Marcos Consolidated Independent School District, will be the presenter.

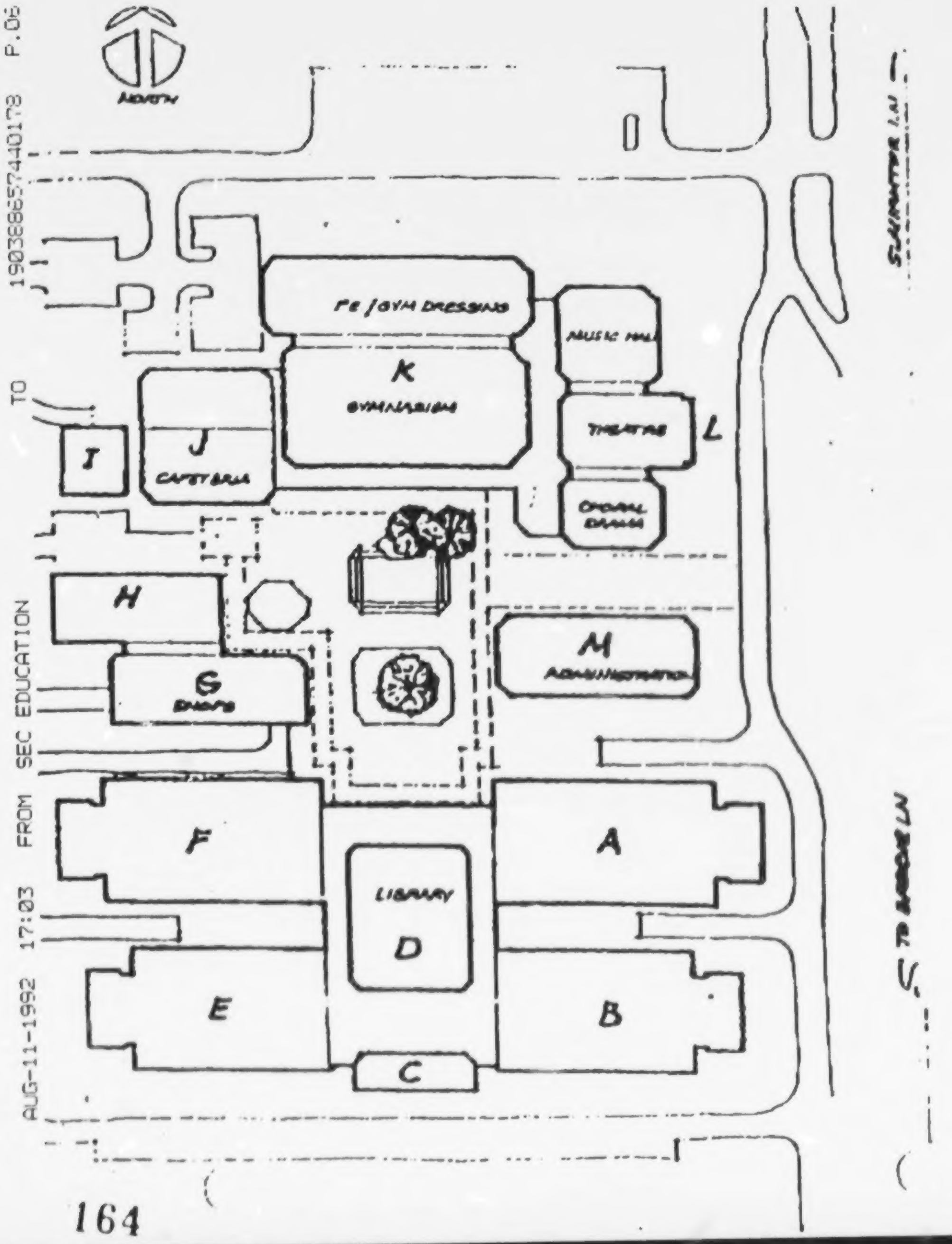
This is to remind you that the workshop will be held this coming Thursday in Room F-214 at Bowie High School from 9:00 a.m. until 4:00 p.m. A building diagram is attached for your reference.

Thank you for your interest in outcomes-based education. I look forward to seeing you on April 30th. Please let me know by Monday, April 27, if you will be unable to participate.

ML:bmo

Attachment

xc: David Hill
Al Suttles
Ambrosio Melendrez
Billie Franke
Dennis Swanson
Kent Ewing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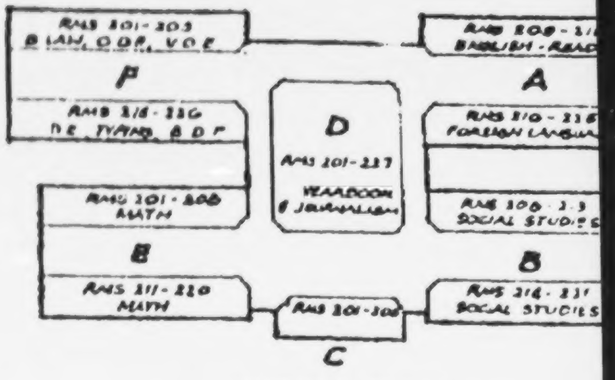
FLOOR PLAN FOR MAIN ACADEMIC BUILDINGS A-F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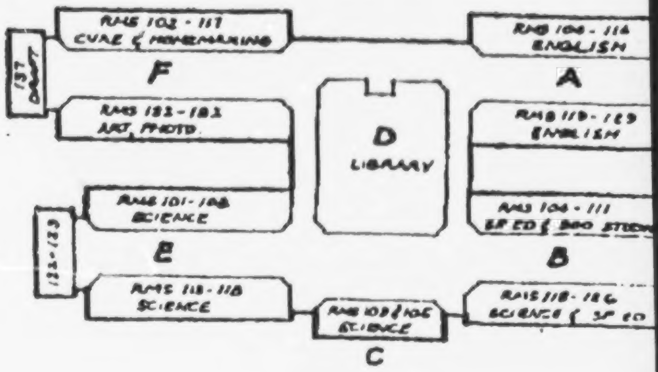
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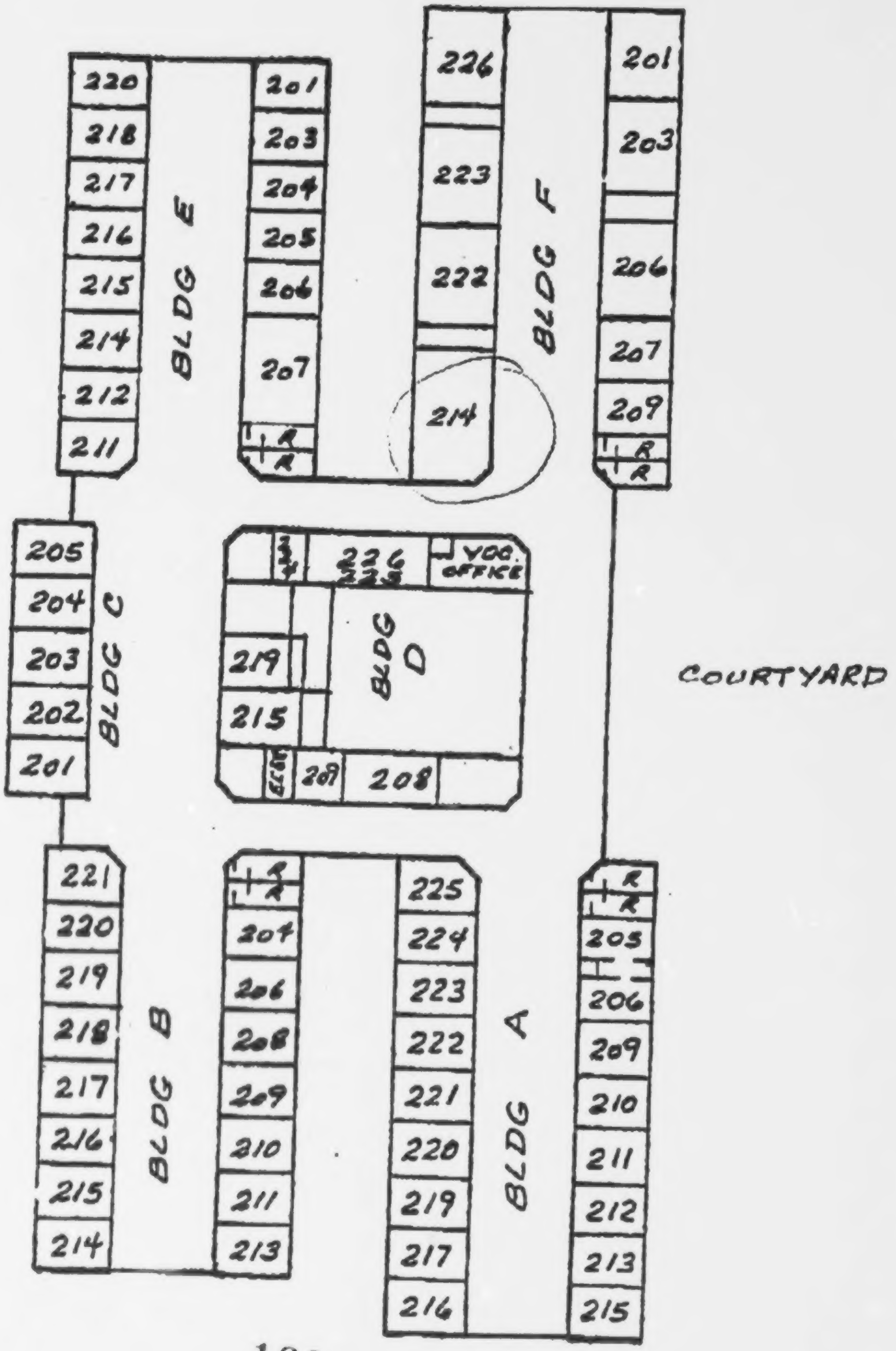
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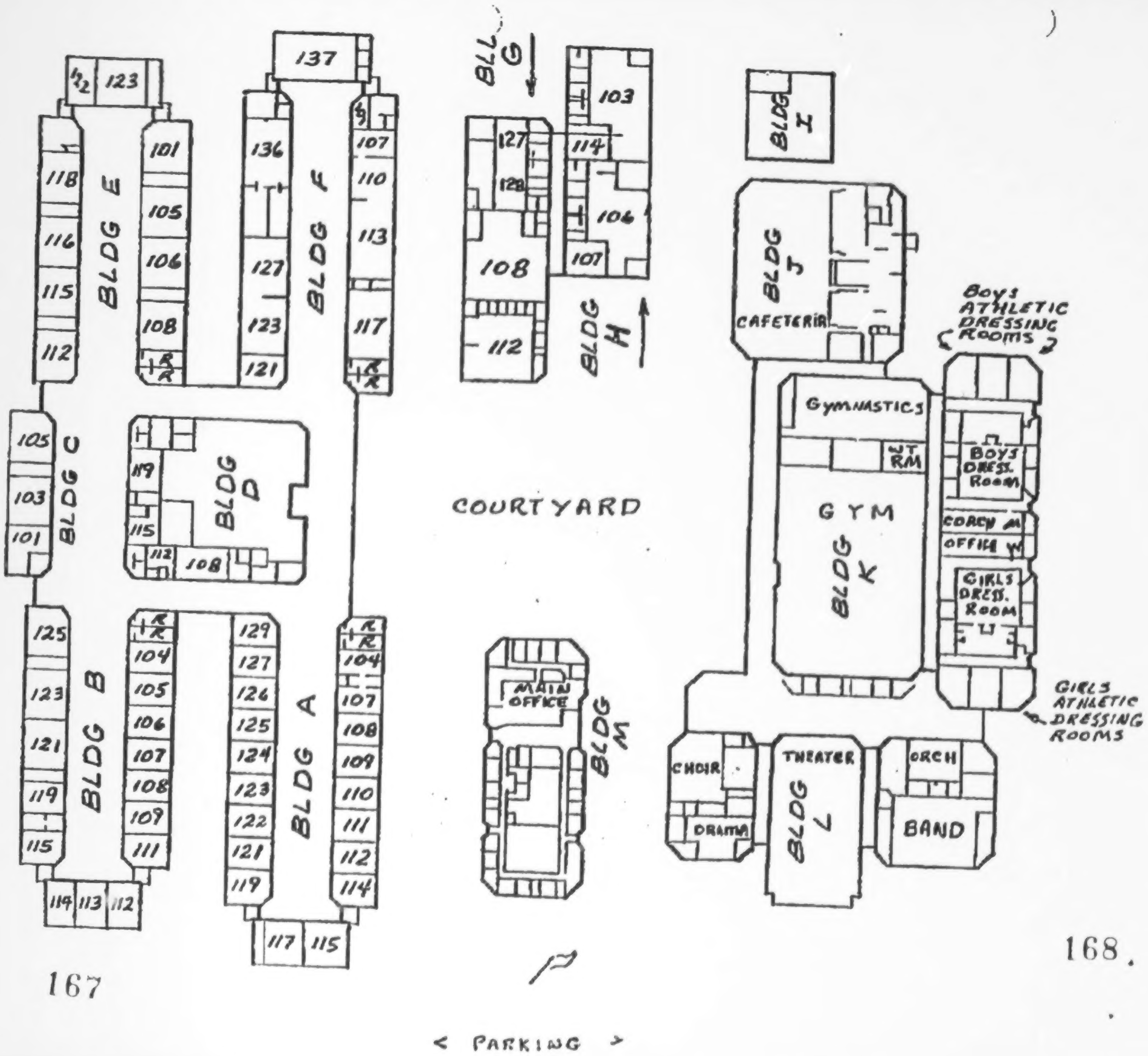
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BLDG K
Boys Dress. Room
Coach Office
Girls Dress. Room
Girls Athletic Dressing Rooms
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April 30 -

What Surprised me Most....

thought it was more complex than it is
tapestry - interweaving
neat to see the followers
generalities - larger goal - allows
for change in the future process/not
a program - allows for SBI
not a multiple choice test
encouraged by assessments/freedom
of this kind of testing
whole program fits with other
changes in various disciplines -
use of time / block scheduling
freedom in the structure / individual
differences
common themes with other strategies -
proposals for change

BEST COPY AVAILABLE

The A+ Coalition
(formerly Project A+)
invites you to attend a special presentation

DAVE MASTER
1991 Technology and Learning Teacher of the Year

SAM ZIGROSSI
New Generation School
America 2000

Tuesday April 14, 1992 - 7:00 p.m.
or
Wednesday, April 15, 1992,- 9:00 a.m.

Reagan High School Auditorium
7104 Berkman Drive

Dave Master

"Most technology-based classes worship the technology. We don't. In my classes, ideas are the main focus. Ideas. Stories. Communication." Master teaches the art of animation to over 300 students a day at Rowland (CA) High School. Each student must create an original animated film. These films have earned more than 850 national and international film awards.

Master integrates math, communications, and art throughout his classes. "We spend a lot of time in my classes learning how to access information, evaluate it, process it and synthesize it into a new whole." Steve Hansen, Rowland's principal, adds, "Dave teaches his students to communicate effectively, to organize their time, to work cooperatively, to make presentations in front of a group - all the things businesses tell us they want in their employees."

Dave will share his ideas, show some of his students' work, and inspire you with the powerful potential of today's classroom.

And

The premier presentation on Austin's proposal to the New American Schools Development Corporation for a $2 million grant to design a "break-the-mold" school.

Sam Zigrossi, the America 2000 design team leader, will give a briefing on Austin's proposed New Generation School. Imbedded in the proposal is the strategy to make the City of Austin a community of learners.

For more information call: The A+ Coalition, 499-1722

School Name Greenville

Date May 6, 1992

Academic/Vocational Integration Project

Report for Month of April

A. Focus Group met this month: ☒ no ☐ yes date

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date April 15,16,23,27,28,29

If yes:

1. List of topics: Visitation of campus sites implementing academic/vocational integration
   - outcome based education
   - Governor's Conference on Math and Science
   - Center for Successful Learning

2. Topics in need of EDTC project staff attention:

   none

3. Topics to be communicated to teacher teams at other pilot sites:

   none

(Continued)

C. Other comments to project staff:

The OBE meeting was boring and of no benefit.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career	__X__ Well, almost	_____ Don't call me, I'll call you	_____ Take your money and go home

Completed by Linda Wensel

School Name Mansfield ISD

Date May 5, 1992

Academic/Vocational Integration Project

Report for Month of April 1992

A. Focus Group met this month: ☒ no ☐ yes date But all were invited to participate in TI-QIW Training and Outcome Based Education Workshop in Dallas.

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☐ no ☒ yes date ______________

If yes:

1. List of topics:
   April 23 - Outcome Based Education -Peggy Mathenia-Dallas.
   April 27-28 Melissa Tidwell attended Governor's Conference on Math, Science & Technology - Austin.

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

C. Other comments to project staff:

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by Jerry Knight

Jerry Knight
Vocational Director
Mansfield ISD

School Name Socorro Independent School District Date April 14, 1992

Academic/Vocational Integration Project

Report for Month of April, 1992

A. Focus Group met this month: x no _yes date____

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to PAC:

   N/A

4. Topics to be communicated to other pilot sites:

   N/A

B. Teacher Team met this month: _no x yes Date April 14, 1992

List of agenda topics

1.	Develop Blue Print Pilot Program		Nancy Sochat Carl Cooper
2.	Plan next years Program for 9th grade		Nancy Sochat
3.	Lesson Plans Math and Science		Marty Barbari
4.	Focus Group	Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

   N/A

3. Topics to be communicated to other pilot sites:

   N/A

C. Other comments to project staff:

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

__x___ most incredible experience in my professional career

______ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by ___Carl Cooper, Director of Vocational Education

School Name Austin I.S.D.

Date June 10, 1992

Academic/Vocational Integration Project
Report for Month of May, 1992

A. Focus Group met this month: XX no ___ yes date ______
If yes:

1. List of agenda topics:

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ___ no XX yes date May 22
If yes:

1. List of topics:
   - Sharing of site visit information
2. Topics in need of EDTC project staff attention:
   - Information on summer training workshop to be held at ETSU in Commerce, June 1992
   - Information on training session to be held for tech prep consortium in Abilene, June 1992
   - Reimbursement requests for substitutes
   - Reimbursement requests for site visits

3. Topics to be communicated to teacher teams at other pilot sites:

   - Site visits were very worthwhile - groups went to Portland, Oregon; Rowland High School, California; Orlando, Florida and Warwick, Rhode Island. (Copies of reports will be shared at a later date.)
   - We have a second integration project emerging; it will begin this summer and will focus on health occupations. It will be funded by Seton Hospital, et al. We want to share information about our "Pathways to Health Care Professions" project at a later date. A copy of the project proposal is attached.

C. Other comments to project staff:

- Our District administrative staff has been reorganized. Dr. David Hill is now the Area 4 Assistant Superintendent for Operations. It includes two high schools, three middle schools and thirteen elementary schools. (An organization chart is attached.) Also, Al Suttles now serves as the Director of Planning and Innovation under Dr. Bonnie Lesley, Assistant Superintendent for Curriculum Support Services. Margaret Lindsey now serves as Administrative Supervisor for School-to-Work Programs and Billie Franke and Dennis Swanson each serve as Coordinators for School-to-Work Programs. They are assigned to the Office of State and Federal Programs within the Division of School Support Services. Their new director is Ambrosio Melendrez.
- Teachers seemed to have a strong sense of accomplishment at our last meeting.
- We are all anxious to see the handbook on integration - there are middle school personnel in AISD who want to know how they can get involved in a pilot activity.
- One member of the School-to-Work Programs staff has been invited to work with the faculty at Lamar Middle School on the morning of August 20. We will be talking about the integration of academic and vocational education as the foundation for tech prep.

D. Please attach any drafts of products or correspondence distributed.

- District's new organization chart
- Project proposal, "Pathways to Health Care Professions"

E. Level of satisfaction with the project (please check)

____ Most incredible experience in my professional career
XX Well, almost
____ Dont' call me, I'll call you
____ Take your money and go home

Completed by Margaret Lindsey

Preliminary Draft for
review and comment only

PATHWAYS TO HEALTH CARE PROFESSIONS

This project begins a continuing process to build connections between the medical professions and Austin ISD teachers and students in order to increase the number of qualified applicants who can meet the demands of the rapidly expanding health care community in Austin. The project will expand awareness and interest in the health professions among teachers and students in the Austin ISD. This initiative also will provide a platform to develop learning and training paths for interested students to enter directly into careers in the health care industry.

To start this initiative, teacher internships will be offered during Summer 1992 to engage teachers in practical experiences that will enhance their awareness of the broad spectrum of careers available in health care and provide a clear understanding of the skills necessary for students to be successful in the health care workplace.

Drawing on their work experience and observations in health care job sites, teams of participating teacher interns will develop curricula and assessments to pilot test in their classrooms in fall 1992. In addition, teams at each participating school will begin planning the development of a coherent sequence of courses and learning experiences that will make use of health care as a context for high school students who express interest in becoming health care professionals. Although the specific design of this endeavor is yet to be determined, what is envisioned at this point is a **school within a school that focuses on nurturing the awareness, knowledge, professional and ethical development of a group of students, and uses their interest in health care as a context and motivator for academic learning.** We want to produce a learning environment that is interactive, collaborative, and task oriented and conducive to the development of thinking skills and personal qualities. Each academy or program will serve a wide range of students, from those who aspire to enroll in medical school to those who intend to seek employment in the health care industry immediately after completing high school.

Phase 1: Summer 1992

Paid summer teacher internships will be made available to **teams** of five (5) teachers from academic and health-related vocational disciplines in three Austin high schools with a demonstrated interest in the health care industry: Austin, Crockett, and McCallum.

The program will be coordinated jointly by a school staff member and an industry official working on a part-time basis. In addition, a graduate student intern from the Lyndon B. Johnson School of Public Affairs will work with the coordinator and the teachers to facilitate various aspects of the project and to provide resources for the project available from research (such as curricular materials used in health academies and magnet schools, profiles of procedures and activities used in other exemplary teacher internship programs, etc.)

The summer 1992 internship program will operate for six weeks (tentatively from Monday, June 15 through Friday, July 24). The first two weeks will be devoted to intensive staff training, including training workshops, field visits to promising schools in other cities, and reading assignments to provide participating teachers with an overview of the industry, educational innovations involving health, and practical skills in developing curriculum that integrates academic instruction with practical applications. Prospective sites for the field visits include the health professions magnet schools in San Antonio and Dallas, the California Partnership Academies in health care located in Pasadena, Oakland, and Sacramento, and the Health Care Academy in Philadelphia. These visits will be continued over the 1992-93 school year so that sites closed for the summer can be seen as well. Each participating teacher will be scheduled to make at least one site visit and report on findings to the group as a whole. Principals and counselors at the participating schools and the intern at the LBJ School of Public Affairs will also be invited on these visits.

At each health care facility offering a placement site, the internship will begin with at least a 2-day orientation period which contains a tour of the facilities, a review of procedures, a review of mutual goals and expectations, and identification of mentors for participants. A rotational schedule of mentored job shadowing and work experiences will be provided including opportunities to observe, assist, and perform tasks when appropriate at varying levels of complexity. These observations and experiences will be structured to maximize the learning experiences for the teachers involved.

Generally, one day per week will be reserved for participants to develop curricular materials (working individually and/or collaboratively), to share their experiences, and to review curricular approaches used in other localities in magnet high schools and partnership academies focused on health care occupations. Two hours of that day will be devoted to seminars and discussions with professional to hear their comment about the skills and personal qualities needs in their jobs.

As an integral part of their internships, teachers will become acquainted with post-secondary education and training options for the health care professions, including offerings at Austin Community College, the Allied Health School at Southwest Texas State University, the College of Nursing at the University of Texas at Austin, and training options in the military. They also will obtain an overview of the costs and sources of financing available to students for this further training.

The final two days of summer internship will be reserved for debriefing and collective planning.

Phase 2: 1992-93 School Year

Several follow though activities are planned for the subsequent school year, including completion of long range planning for development of a structured schools-within-a-school approach aimed at health care professions.

In fall 1992, the curricular innovations developed during the summer will be pilot tested, assessed and refined. Heavy emphasis will also be placed on **staff development** which is key to the success of this initiative.

Various speakers will be invited to address subjects such as the employment outlook in the health care industry, the SCANS Commission findings on the skills and competencies needed by workers in the new economy, the implications of Austin's America 2000 proposal for the initiative, and other relevant topics. A resource bank of speakers from the industry will be developed to promote stronger ties between schools and businesses and to maintain ties with summer mentors.

Austin ISD will provide compensated time so participants on each of the three campuses to make specific plans for the long term development of this initiative (both on individual campuses and collectively among the three schools). Time will be arranged for sharing the experience and information about the initiative with fellow teachers, including departmental planning on ways to incorporate the ideas learned into the schooling process. Outside facilitators will be made available for these meetings on an as needed basis. Release time and resources will be provided by Austin ISD for teams of school staff to visit promising approaches used in other cities.

One to two demonstration projects will begin in September 1992. These demonstrations will evolve by Fall 1993 into the schools-within-schools envisioned in this initiative. Ultimately, the demonstrations at the various school sites and industry will be linked in a computer network to facilitate communication among the participating teachers and their industry counterparts.

Building on Existing Resources

Austin ISD has available several resources on which to build this initiative. The Austin ISD teaching staff at the three high schools includes several teachers who are licensed medical professionals, such as nurses and a pharmacist, and has other teachers with an active interest in the health care professions. Austin High School currently operates a very popular internship program available on a selective basis to students interested in the medical professions. McCallum High School offers a cooperative education program, in which approximately 15 students are working in various jobs related to health care across Austin. The Crockett High School cooperative education program also has health care training sites.

Within reach of the Austin community are several significant additional resources upon which this effort can be built. Discussions have begun between Austin ISD and Austin Community College on development of several Tech Prep programs, including preparation for health care occupations. Staff at Austin Community College also have agreed to assist secondary teachers with curriculum development in the proposed project. Southwest Texas State University's Allied Health School offers a wealth of opportunities, as do the medical schools and military medical facilities at Fort Sam Houston in San Antonio, and the School of Nursing at The University of Texas at Austin. The Texas Hospital Association and the state offices of many medical associations are located in Austin. The Texas Hospital Education Foundation offers excellent potential as a resource; it was formed exactly for the purpose of attracting youths to the medical professions and developing their awareness, knowledge, and skills.

To date, none of these resources have been put together in any reinforcing way to focus on producing Austin students with the career awareness and requisite skills, ethics, and professionalism to work in the health care industry. To develop such a reinforcing, coherent approach that makes best use of existing resources is the objective of this project.

Evaluation

Ultimately this project will be judged by its effectiveness in producing more and better qualified high school graduates who enter the health care professions. The test of the planning process envisioned will be the action it produces at each high school in generating the school-within-a-school structures to use health care as a context for academic learning.

More immediately, the evaluation criteria for the summer internship will be whether the curricular innovations are produced and implemented in the 1992-93 school year and their effectiveness as teaching devices. As outcomes of the summer internship, each teacher will provide in writing the curricular innovation(s) he or she devised (in sufficient detail that it (they) can be replicated by fellow teachers). After pilot testing their innovations in fall 1992, teachers will prepare a report on the effectiveness of the pilot test. Whenever appropriate, students will be assessed with pre and post tests and results will be reported. By the end of the summer, participating teachers also will come to consensus on a set of student outcomes to be achieved in the health care sequence. In addition, they will prepare a memorandum reflecting on the internship experience and making recommendations for improvements.

A report containing a process evaluation of the project will also be prepared independently by staff at the Lyndon B. Johnson School of Public Affairs under the supervision of Robert W. Glover.

PROPOSED TIMETABLE FOR SUMMER INTERNSHIPS

Week of June 15	• Teachers participate in a selected sequence of AISD staff development workshops focused on developing curricula to integrate applied and academic instruction • A program of selective background readings and discussions • Visits to promising sites in other localities
Week of June 22	• Visits to promising sites in other localities • A program of selective background readings and discussions • Alan Weisberg of Foothill Associates comes to Austin to consult on the California Academies (June 24) • Two teachers attend the Work-Based Learning Summer Institute in Cambridge, Massachusetts (June 22-26) • Orientation to workplace assignments • One day at worksite
Week of June 29	• Four days at the worksite (short week due to holiday)
Week of July 6	• Four days at the worksite • Friday in curriculum development as a group
Week of July 12	• Four days at the worksite • Friday in curriculum development as a group
Week of July 19	• Three days at the worksite • Two days for debriefing and collective planning for the future

Preliminary Draft for
review and comment only

DELIVERABLES IN SUMMER 1992

From each participating teacher

- Trip reports from visits to other sites
- Curriculum innovations packages
- Evaluations and suggestions from each teacher for improving future summer internships

From team at each participating school (to include participating teachers and the principal from each school)

- Preliminary plan or approach in writing for each school

From the group as a whole

- Defined student outcomes needed by industry to be provided by schools (validated by industry officials in Austin)

From the LBJ School of Public Affairs

- Curriculum materials and information compiled from other sites
- Evaluation report on the project to date

Preliminary Draft for
review and comment only

PROPOSED BUDGET

	AISD	Postsecondary Institutions	Requested Match from Industry
Staff time necessary to coordinate in Summer 1992 and during the 1992-93 school year (salary with fringe benefits -- estimated)	$ 25,000		
Stipends for 16 Teachers 16 X $2,200 per month X 1.5 months = Basis: $2,200 is the average monthly salary received by teachers in the Austin ISD			$ 52,800
Supplies, books, and materials $2,000 per school X 3 schools =			$ 6,000
Travel to other promising sites (Philadelphia, Pasadena, Sacramento, Oakland, San Antonio, etc.)	$ 10,500		
Sending two Austin teachers to the Work-Based Learning Summer Institute in Cambridge, Massachusetts conducted by Jobs for the Future-Lesley College on June 22-26, 1992	$ 3,000		
Consultants Alan Weisberg, Foothill Associates (Expert on California Health Academies) Sue Goldberger (Evaluator from Jobs for the Future for the Pro-Tech Program in Boston. Doctoral candidate at Brandeis in Public Health Policy)	$ 3,000		
Graduate student intern to provide research support and evaluation assistance during Summer 1992 (LBJ School)		$3,000	
Totals =	$ 41,500	$3,000	$58,800

AISD Board of Trustees

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Director
Johnny Brown

Lanier High School
Burnet Middle School
Barrington Elementary
Cook Elementary
orman Elementary (Dobie)
Summitt Elementary
Wooldridge Elementary
Wooten Elementary

Anderson High School
lurchison Middle School
Davis Elementary
Doss Elementary
Hill Elementary
ak Springs Elem. (Lamar)
rtega Elementary (Lamar)
Pillow Elementary
Zavala Elementary

Alternative Learning Center

Assistant Superintendent for Operations Area 2
Charles Akins
Director
Marsha Lyons-Gray

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Dobie Middle School
Webb Middle School
Brown Elementary
Graham Elementary
Ridgetop Elementary
Sims Elementary
Walnut Creek Elementary

McCallum High School
Kealing Junior High School
Lamar Middle School
Blackshear Elementary
Campbell Elementary
Gullett Elementary
Highland Park Elementary
Lee Elementary
Maplewood Elementary
Reilly Elementary

Robbins Secondary School
Evening School

Assistant Superintendent for Operations Area 3
Jose Lopez
Director
Sandy Kern

Johnston High School
Mendez Middle School
Allan Elementary
Brooke Elem. (Murchison)
Govalle Elementary
Houston Elementary
Langford Elementary
Palm Elementary
Widen Elementary

Austin High School
Martin Junior High School
O.Henry Middle School
Barton hills Elementary
Bryker WoodsElementary
Casis Elementary
Mathews Elementary
Metz Elementary
Patton Elem. (Covington)
Pease Elementary
Sanchez Elementary
Zilker Elementary

Assistant Superintendent for Operations Area 4
David Hill
Director
Jose Flores

Travis High School
Fulmore Middle School
Dawson Elementary
GalindoElementary
Joslin Elementary
Linder Elementary
Pleasant Hill Elementary
St. Elmo Elementary
Travis Heights Elementary

Crockett High School
Bedichek Middle School
Porter Middle School
Allison Elementary
Boone Elem. (Covington)
Cunningham Elementary
Odom Elementary
Sunset Valley Elementary
Williams Elementary

Assistant Superintendent for Operations Area 5
Toni Turk
Director
Gloria Williams

LBJ High School
Pearce Middle School
Andrews Elementary
Blanton Elementary
Brentwood Elementary (Lamar)
Harris Elementary
Jordan Elementary
Pecan Springs Elementary
Winn Elementary

Bowie High School
Bailey Middle School
Covington Middle School
Becker Elementary
Kiker Elementary
Kocurek Elementary
Menchaca Elementary
Oak Hill Elementary

Assistant Superintendent for Curriculum Support Services

Assistant Superintendent for Business Support Services

() = Where middle school students are assigned if outside area.

For more information, call 499-1700

5/5/92

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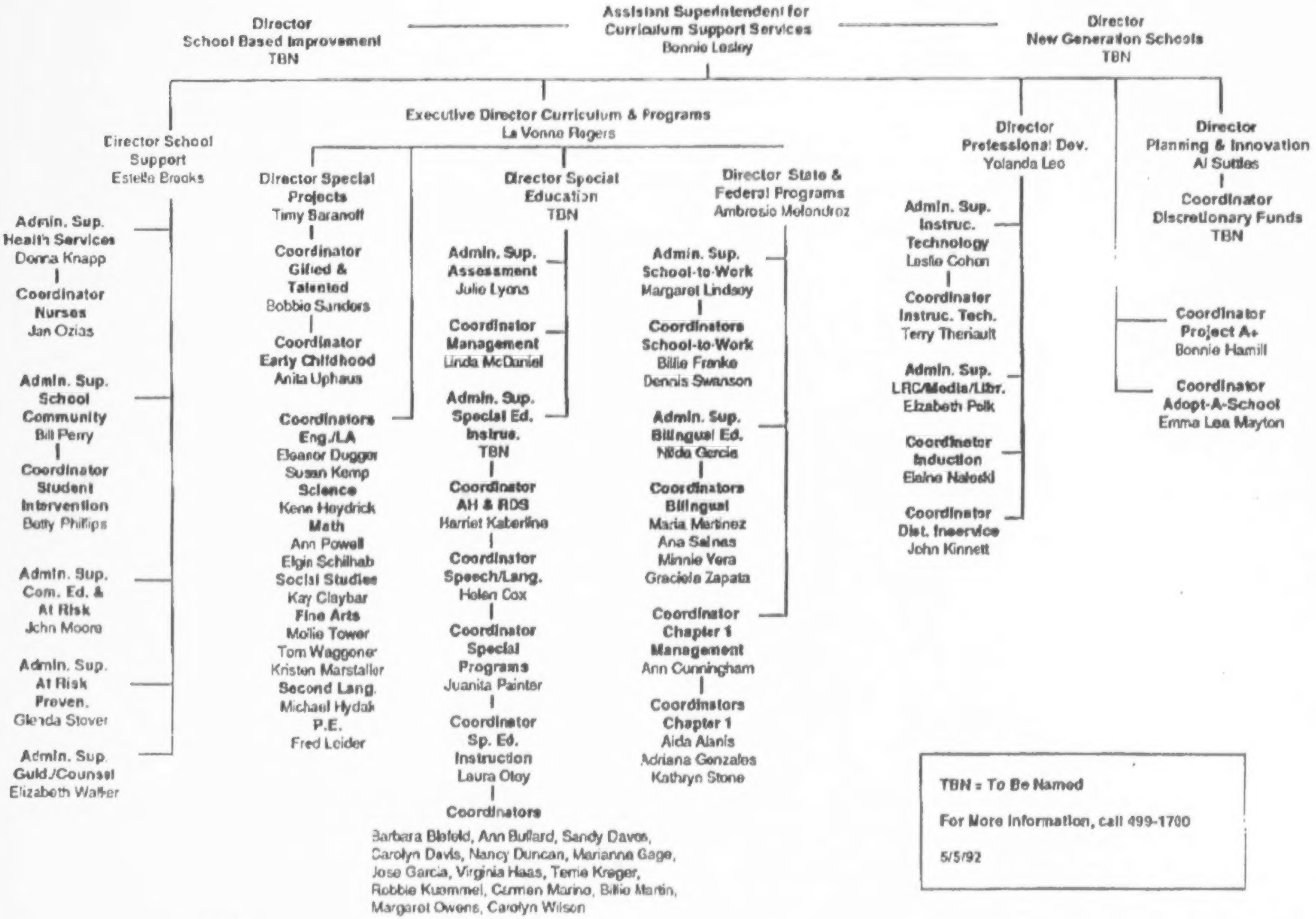

Assistant Superintendent for Curriculum Support Services
Bonnie Lesley

Director School Based Improvement
TBN

Director New Generation Schools
TBN

Executive Director Curriculum & Programs
La Vonne Rogers

Director School Support
Estelle Brooks

Admin. Sup. Health Services
Donna Knapp

Coordinator Nurses
Jan Ozias

Admin. Sup. School Community
Bill Perry

Coordinator Student Intervention
Betty Phillips

Admin. Sup. Com. Ed. & At Risk
John Moore

Admin. Sup. At Risk Preven.
Glenda Stover

Admin. Sup. Guid./Counsel
Elizabeth Walker

Director Special Projects
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Coordinator Gifted & Talented
Bobbie Sanders

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Anita Uphaus

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Science
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Math
Ann Powell
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Social Studies
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Fine Arts
Mollie Tower
Tom Waggoner
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Michael Hydak
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TBN

Coordinator AH & RDS
Harriet Kaberline

Coordinator Speech/Lang.
Helen Cox

Coordinator Special Programs
Juanita Painter

Coordinator Sp. Ed. Instruction
Laura Otoy

Coordinators
Barbara Bielfeld, Ann Bullard, Sandy Daves,
Carolyn Davis, Nancy Duncan, Marianne Gage,
Jose Garcia, Virginia Haas, Terrie Kreger,
Robbie Kuemmel, Carmen Marino, Billie Martin,
Margaret Owens, Carolyn Wilson

Director State & Federal Programs
Ambrosio Melendrez

Admin. Sup. School-to-Work
Margaret Lindsey

Coordinators School-to-Work
Billie Franke
Dennis Swanson

Admin. Sup. Bilingual Ed.
Nilda Garcia

Coordinators Bilingual
Maria Martinez
Ana Salinas
Minnie Vera
Graciela Zapata

Coordinator Chapter 1 Management
Ann Cunningham

Coordinators Chapter 1
Aida Alanis
Adriana Gonzales
Kathryn Stone

Director Professional Dev.
Yolanda Leo

Admin. Sup. Instruc. Technology
Leslie Cohen

Coordinator Instruc. Tech.
Terry Theriault

Admin. Sup. LRC/Media/Libr.
Elizabeth Polk

Coordinator Induction
Elaine Naleski

Coordinator Dist. Inservice
John Kinnett

Director Planning & Innovation
Al Suttles

Coordinator Discretionary Funds
TBN

Coordinator Project A+
Bonnie Hamill

Coordinator Adopt-A-School
Emma Lea Mayton

TBN = To Be Named

For More Information, call 499-1700

5/5/92

School Name GREENVILLE ISD

Date JUNE 3, 1992

Academic/Vocational Integration Project

Report for Month of MAY

A. Focus Group met this month: ☒ no ☐ yes date ______________

If yes:

1. List of agenda topics

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to PAC:

4. Topics to be communicated to other pilot sites:

B. Teacher Team met this month: ☒ no ☐ yes date ______________

If yes:

1. List of topics:

2. Topics in need of EDTC project staff attention:

3. Topics to be communicated to teacher teams at other pilot sites:

(Continued)

C. Other comments to project staff:

WE STILL HAVE NO FIRM COMMITMENT FROM THE ADMINISTRATION CONCERNING THE STATUS OF NEXT YEAR'S PROJECT.

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career
__XX__ Well, almost
_____ Don't call me, I'll call you
_____ Take your money and go home

Completed by _______________

School Name Mansfield

Date May-June 1992

Academic/Vocational Integration Project

Report for Month of May-June 1992

A. Focus Group met this month: ☒ no ☐ yes date ______

If yes:

1. List of agenda topics

N/A

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to PAC:

N/A

4. Topics to be communicated to other pilot sites:

N/A

B. Teacher Team met this month: ☐ no ☒ yes date ______

If yes:

1. List of topics: PAC meeting - Austin, May 13-14
Math-Science Learning Skills Workshop, May 5
Region XI Service Center Presentation June 12

2. Topics in need of EDTC project staff attention:

None

3. Topics to be communicated to teacher teams at other pilot sites:

None

C. Other comments to project staff:

None

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

_____ Most incredible experience in my professional career

_____ Well, almost

_____ Don't call me, I'll call you

_____ Take your money and go home

Completed by ____________________

Jerry Knight
Vocational Director
Mansfield ISD

School Name Socorro Independent School District Date May 21, 1992

Academic/Vocational Integration Project

Report for Month of May, 1992

A. Focus Group met this month: _no x yes date May, 21,1992

If yes:

1. List of agenda topics

1.	End of year report	Carl Cooper
2.	Math and Science Learning Styles Report	Paul Cunningham

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to PAC:

N/A

4. Topics to be communicated to other pilot sites:

N/A

B. Teacher Team met this month: _no x yes Date May 21, 1991

List of agenda topics

1.	Advisory Meeting Austin		Carl Cooper
2.	Plan next years Program		Nancy Sochat Jan Kehoe
3.	Focus Group	Fun Frustrations Enrichment Tutoring	Group

2. Topics in need of EDTC project staff attention:

N/A

3. Topics to be communicated to other pilot sites:

N/A

C. Other comments to project staff:

D. Please attach any drafts of products or correspondence distributed.

E. Level of satisfaction with the project (please check)

__x__ most incredible experience in my professional career
_____ Well, almost
_____ Don't call me, I'll call you
_____ Take your money and go home

Completed by ___ Carl Cooper, Director of Vocational Education

APPENDIX D

AGENDA

EDUCATIONAL DEVELOPMENT AND TRAINING CENTER
INTEGRATION PROJECT ADVISORY COMMITTEE MEETING

HYATT REGENCY ON TOWN LAKE - AUSTIN, TX

WEDNESDAY, MAY 13, 1992

PANHANDLE ROOM

8:00 - 8:30	Welcome/Year in Review
8:30 - 9:30	Pilot Site Reports
8:30 - 8:45	Austin
8:45 - 9:00	Greenville
9:00 - 9:15	Mansfield
9:15 - 9:30	Socorro
9:30 - 9:45	Round Rock Grisham Middle School
9:45 -10:00	Group Discussion
10:00 -10:15	Break
10:15 -11:00	Review Procedures
11:00 -11:30	Committee Review
11:30 -12:45	Lunch
12:45 - 1:45	Committee Review continuation
1:45 - 2:00	Break
2:00 - 5:00	Committee Review continued

AGENDA

EDUCATIONAL DEVELOPMENT AND TRAINING CENTER INTEGRATION PROJECT ADVISORY COMMITTEE MEETING

HYATT REGENCY ON TOWN LAKE - AUSTIN, TX
THURSDAY, MAY 14, 1992
HILL COUNTRY C ROOM

8:30 - 9:30	Full group discussion: Committee Review Consensus Sheets
9:30 -10:00	Interdisciplinary Lesson Plans
10:00 -10:15	Break
10:15 -11:30	Staff Development
10:15 -10:25	Socorro
10:25 -10:35	Mansfield
10:35 -10:45	Greenville
10:45 -10:55	Austin
10:55 -11:30	Staff Development Packages Year 1 / Year 2
11:30 -12:45	Lunch
12:45 - 1:45	Evaluation
1:45 - 2:00	Break
2:00 - 5:00	Selection Process for Pilot Sites Expectations Agreements